ED 341 763 AA 001 222

Resources in Education (RIE). Volume 27, Number 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 92
LANGUAGE- English
EDRS Price- EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 341 764 CE 052 856

Saunders, Lesley
Training and Development. An Evaluation of Docklands SKILLNET Quick Start Initiatives. FEU/REPLAN.
SPONS. AGENCY- Further Education Unit, London (England).
PUB DATE- 89
NOTE- 127p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Developed Nations; *Economic Development; Foreign Countries; Job Development; Job Skills; *Job Training; Program Development; *Program Effectiveness; Program Evaluation; *Unemployment; *Urban Renewal
IDENTIFIERS- *England (London)

This report provides results of an evaluation of SKILLNET, an education and training innovation to commission training in the newly redeveloped area of London's dockland. Chapter 1, an introduction, defines SKILLNET's primary function--to address the current mismatch between kinds of jobs available in the area and the levels and kinds of skills possessed by the local population. Chapter 2 sketches SKILLNET's socioeconomic and historical context, outlines its inception and early organizational development, and describes how Quick Start Initiatives (QSIs) were set up. Chapter 3 explores the kinds of occupational and educational needs that SKILLNET aimed to address. Chapter 4 looks at the operation of SKILLNET QSI courses in different participating institutions within the network. Chapter 5 examines the characteristics of SKILLNET

ED 341 782 CE 060 228

Transition into Employment 1. Developing Employment-Led Provision in FE Colleges for Learners with Disabilities and Learning Difficulties.
PUB DATE- Nov 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *College Role; Colleges; Curriculum Development; *Disabilities; Educational Planning; *Education Work Relationship; Employment Opportunities; *Employment Potential; Foreign Countries; Job Skills; *Job Training; *Learning Problems; Policy Formation; Postsecondary Education; Staff Development
IDENTIFIERS- United Kingdom

Transition into Employment is a 2-year project concerned with the development of employment-related programs in British further education colleges for learners with disabilities and learning difficulties. The project aims to encourage a decisive curricular change in provision for learners with disabilities and learning difficulties, with employment seen as a primary curriculum objective. Project participants proposed a set of aims for employment-related education and training: (1) help students prepare for and obtain appropriate employment; (2) improve the employment status of students; and (3) demonstrate adult status in society. The project identified five key issues being explored by participating institutions, with one local education agency and one regional advisory council. The issues cover five broad areas: curriculum, staff training and development, multiagency approaches, policy and planning, and employment opportunities. Managers and planners should consider the following aspects in program development: an employment focus, student involvement, teaching and learning, Training and Enterprise Councils and output-related funding, guidance and support, and performance indicators. (A list of participating colleges and a list of satellite projects and the relevant contacts are also included.) (YLB)

ED 341 783 CE 060 230

Luckie, Jo Ann I.; Bonham, L. Adrianne
Dropouts, Stopouts, Optouts at Del Mar College: Spring 1991. Report of a Joint Research Project.
PUB DATE- 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; *Academic Persistence; *Adult Students; Colleges; Community Colleges; *Dropout Characteristics; Dropout Rate; Dropout Research; Dropouts; School Holding Power; *Stopouts; Student Attrition; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Del Mar College TX; *Optouts

A research project investigated 2,313 persons who attended Del Mar College (Texas) during fall 1990 but did not enroll for spring 1991. Four sets of data were collected: (1) limited demographic information on the total student body; (2) demographic information drawn from school records to describe

ED 341 802 CE 060 278

Chaney, Elsa M., Ed.
Empowering Older Women: Cross-Cultural Views. A Guide for Discussion and Training.
PUB DATE- 90
NOTE- 69p.; Includes selections from the "Empowerment" Workshops at the Conference on Coping with Social Change: Programs That Work (Acapulco, Mexico, June 1989) and the Conference of the Association of Women in Development (Washington, DC, November 1989). For proceedings and selected papers from the first conference, see CE 050 277-279. This module is one of a series of publications sponsored by the Global Link for Midlife and Older Women (GLOW), an informal, international, network of researchers, practitioners, and policy makers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consciousness Raising; *Cross Cultural Studies; Cultural Awareness; *Cultural Background; Cultural Context; Cultural Differences; Cultural Influences; Demography; *Developed Nations; *Developing Nations; *Females; Feminism; Foreign Countries; Life Style; Middle Aged Adults; *Older Adults; Public Policy; Rural Urban Differences; Sex Fairness; Sex Role; Sex Stereotypes; Womens Education; Womens Studies
IDENTIFIERS- *Empowerment

This awareness-raising module on women at midlife and older ages in cross-cultural perspective is intended for discussion groups, workshops, and college courses on women's lives in different societies. Based on empowerment workshops in Acapulco, Mexico, and the District of Columbia, in which women from a wide range of social classes and occupations participated, the publication has three parts: (1) a paper, "Empowerment of Older Women: Evidence from Historical and Contemporary Sources," written as a background document for the workshops by Elsa M. Chaney; (2) transcripts of the two discussions at the workshops; and (3) a study guide designed for discussion groups and workshops aimed at a general audience, as well as for groups that wish to go more deeply into the demographic aspects of aging populations. The study guide contains outlines for three discussion sessions. Session I provides background information on empowerment of older women. Session II covers some of the main points in the Chaney article on older women's empowerment in cross-cultural perspective. Session III is based on the "conversations" at the workshops among 13 empowered older women from 10 countries. Excerpts from "Aging in the Third World" (Kevin Kinsella), with extensive statistical data, are provided in support of session I. A list of resource organizations concludes the publication. (KC)

ED 341 803 CE 060 279

Habib, Jack, Ed.; Nusberg, Charlotte, Ed.
Rethinking Worklife Options for Older Persons.
SPONS. AGENCY- American Association of Retired Persons, Washington, D.C.
PUB DATE- Dec 90
NOTE- 268p.; Based on papers presented at the Conference on Coping with Social Change: Programs That Work (Acapulco,

DOCUMENT RESUME

ED 341 821 CE 060 311

Stevens, Paul
How To Network and Select a Mentor. Second Edition.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; Career Awareness; *Career Development; Foreign Countries; *Interprofessional Relationship; *Mentors; Occupational Aspiration; Occupational Information; *Professional Development; *Resources; *Social Networks
IDENTIFIERS- Australia

This booklet explains the value of networking--a procedure for establishing connections, securing information, and making problem-solving bridges out of shared experiences of work. It advises looking for networking opportunities to discover career strategy techniques as well as to provide support and, perhaps, to find a new or better job. The booklet also describes the value of having a mentor; types of mentors; how a mentor relationship can be established; and how mentors support, challenge, and provide vision. A networking and mentor questionnaire are provided to help readers discern their attitudes toward and knowledge of networking and having a mentor. A list of 12 networks in Australia is provided, along with a bibliography listing 7 sources on networking, 3 sources for information on mentoring, and an additional sources for other information. (KC)

ED 341 822 CE 060 312

Stevens, Paul
Helping Your Child Choose a Career. First Edition.
PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; *Career Development; Career Guidance; Check Lists; Foreign Countries; *Occupational Aspiration; Parent Child Relationship; *Parent Influence; Parenting Skills; *Parent Participation; *Parent Role; Resources; Secondary Education

This booklet was developed to help parents in Australia guide their children in making career choices. It focuses on coaching (suggesting, guiding, encouraging questions, encouraging self-help actions, sharing decision-making responsibility, and demonstrating a helping attitude) and consulting (asking, sharing perceptions and information, giving most decision-making responsibility to children, helping children take personal responsibility, and enabling children to help themselves). The guide suggests that parents should take into account their children's personalities and use a planned approach emphasizing self-help; determining skills and interests; developing a skills inventory; and matching skills, interests, and school results with occupations. It also states that parents should help children find out what jobs are really like by networking and encouraging work experiences. Resources

ED 341 840 CE 060 360

Lasonen, Johanna; Burge, Penny L.

Women in Workplace: Vocational Education and Segregated Division of Labor.

PUB DATE- Dec 91

NOTE- 16p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Affirmative Action; Attitude Change; Educational Opportunities; Employed Women; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Nondiscriminatory Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; *Sex Role; Sex Stereotypes; *Teacher Attitudes; Vocational Education; Vocational Education Teachers; *Womens Education

IDENTIFIERS- *Finland; *Occupational Segregation

The United States and Finland show a clear gender stratification in work life. The uneven, gender-biased division of labor has been maintained, even though about half of the total U.S. and Finnish labor force are women. In both countries, female students tend to make traditional occupational choices that prepare them for low-paying fields where career development and mobility are restricted. Legislation promoting gender equity and equal rights has been enacted to correct both the gender-segregated division of labor and uneven job advancement. Along with influences from legislative mandates, attitudes of vocational teachers can play a major role in attracting and retaining students in nontraditional programs. A group of 923 Finnish comprehensive vocational institute teachers (494 male, 425 female) were asked to respond to a gender-role attitude scale of 36 items related to the topics of macrolevel social change issues, perceptions of male and female familial roles, stereotypes of both sexes, women's extrafamilial roles, and stereotyping in educational practices. Findings indicate that female teachers hold more modern gender-role attitudes than the male teachers on almost all items. Male teachers tend to support women's housekeeping roles rather than their roles related to career development and leadership. Teacher educators are encouraged to facilitate analyses of gender-role attitudes. (Appendixes include 29 references and data tables.) (YLB)

ED 341 841 CE 060 361

Lasonen, Johanna L.

Vocational Education and Training Trends in Finland.

PUB DATE- Dec 91

NOTE- 25p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Vocational Education; Economic Development; *Educational Change; Educational Development; Educational History; *Educational Policy; *Educational Trends; Elementary Secondary Education; Equal Education; Foreign Countries; Job Training; Postsecondary Education; Universities; *Vocational Education

IDENTIFIERS- *Finland

ED 341 859 CE 060 390

Lacson, Jose D.
Filipino Women in the Workplace.
PUB DATE- Dec 91
NOTE- 9p.; Paper presented at the International Vocational Education and Training Association/American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Programs; *Economic Development; *Employed Women; Entrepreneurship; Females; Foreign Countries; *Job Skills; *Job Training; *Nontraditional Occupations; Program Implementation; Sex Discrimination; Sex Fairness; Trade and Industrial Education; *Womens Education
IDENTIFIERS- *Philippines

The Women in Nontraditional Trades (WINT) project has implemented a new skills training program for women in the Philippines. It is being pilot tested in two regional training centers of the National Manpower and Youth Council in central Mindanao and southern Luzon. A major component of the WINT project is the provision of skills training for women in the trades. Options for self-employment are also provided. Other project activities include job placement assistance, training for placement officers and vocational guidance officers, and transportation of trainees. The project has trained 600 women. Large companies have shown flexibility and willingness to employ women in nontraditional jobs. Obstacles to gender equality in training and employment are inadequate and ineffective implementation of existing policies and women's lack of awareness of training opportunities and rights. Women continue to get lower pay due to employment in lower-skill job categories. Rural women remain invisible farmers who tend to be displaced by mechanization and very limited access to credit, agricultural services, training, and technology. Employed women suffer from business retrenchment and shutdowns in the manufacturing sector. A Philippine development plan for women addresses the concerns of women for equality and development across six major spheres: individual, family, sociocultural, economic, political, and legal. (YLB)

ED 341 860 CE 060 398

Phillips, Collis N.
Women in the Labor Market. Remarks.
PUB DATE- 7 Dec 91
NOTE- 11p.; Paper presented at the International Vocational Education and Training Association/American Vocational Association Convention (Los Angeles, CA, December 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Demonstration Programs; *Employed Women; Employment Patterns; *Employment Projections; Federal Programs; Females; Futures (of Society); Labor Market; *Labor Needs; *Nontraditional Occupations; *Public Agencies; Sex Discrimination; Sex Fairness; Womens Education
IDENTIFIERS- *Womens Bureau

From its position in the Office of the Secretary of Labor, the Women's Bureau participates in departmental policy making and

ED 341 878 CG 022 743

Marged, Judith
An Alternative Education Program To Create Successful Learning for the Middle School Child At-Risk.
PUB DATE- 90
NOTE- 123p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 7; Grade 8; *High Risk Students; Junior High Schools; *Middle Schools; Motivation; Parent Participation; Program Effectiveness; School Counseling; Self Esteem
IDENTIFIERS- *Middle School Students

There are potentially successful students who are failing one or more subjects every year. Many students are spending more than the normal 3 years at the middle school level because of this failure. A program was designed to increase the self-esteem, motivation, and interest of at-risk students, thereby improving their grades. A second aim was to increase parents' involvement in their children's educational growth. Seventh and eighth grade students (N=10 to 18 and N=8 to 18), respectively, from a middle school located in the southeastern United States were observed and questionnaires were administered to them. After assessing their needs, contracts between teacher and student were prepared. Rewards were dispensed following fulfillment of the contracts. Students also received counseling, individual attention, tutoring and self-enhancement classes. Field trips and cooperative learning projects were additional components of the program. Students, teachers, and parents evaluated the effectiveness of the program. Even though not every student improved, the overall program was productive. Students attended school regularly, improved grades, and increased motivation and self-esteem. A positive environment and experience helped to promote learning in students at-risk of dropping out of school. The most successful component of the program was the counseling sessions and the contracts were also fairly successful. Parental involvement was judged the least successful component of the program. (Author/ABL)

ED 341 879 CG 023 533

Seely, Brian John
The Relationship between Depression and Marital Interaction Patterns.
PUB DATE- May 91
NOTE- 54p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Counseling Techniques; *Depression (Psychology); Family Life; Interpersonal Competence; *Interpersonal Relationship; *Marriage; *Marriage Counseling; Spouses

This literature review examined the relationship between depression and marital interaction patterns in marriages where one spouse is depressed. The social exchange process between the depressed individual and the spouse is dysfunctional in comparison to the processes in non-depressed couples and may be responsible for the maintenance of depressive symptoms. There appear to be deficits in assertive behavior, in defending personal rights, and in making clear and specific requests of

DOCUMENT RESUME

ED 341 900 CG 023 995

The Risky Business of Adolescence: How To Help Teens Stay Safe--Part I. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session (June 17, 1991).
PUB DATE- 92
NOTE- 257p.; For Part II, see CG 023 996.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; *Diseases; Family Role; Federal Legislation; Health Promotion; Hearings; Sex Education; *Sexuality; *Substance Abuse
IDENTIFIERS- Congress 102nd; Testimony

This document, comprising the first of two parts, contains testimony examining the vulnerability of today's youth to health problems because of risky sexual behaviors and substance abuse, and how adolescents may be encouraged to make healthy choices. An opening statement by Representative Patricia Schroeder is presented. Testimony from these witnesses is included: (1) Jose Duran, executive director, HOPE, Hispanic Office of Planning and Evaluation, Inc. Boston, Massachusetts; (2) William Gardner, associate professor of psychiatry, University of Pittsburgh, Pittsburgh, Pennsylvania; (3) Lloyd J. Kolbe, Director, Division of Adolescent and School Health, Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control, Public Health Department, U.S. Department of Health and Human Services; (4) Rae Ellen McKee, 1991 Teacher of the Year, Pointe, West Virginia; (5) Linda Dianne Meloy, assistant professor of pediatrics, Children's Medical Center, Medical College of Virginia, Virginia Commonwealth University, Richmond, Virginia; (6) Mary Jane Rotheram-Borus, associate professor, division of child psychiatry, Columbia University, New York, New York; (7) Kathleen M. Sullivan, director, Project Respect, Golf, Illinois; (8) Dorothy Wodraska, assistant director, Project I-STAR, Inc., Indianapolis, Indiana; and (9) Lenore Zedosky, assistant director, office of educational support services, West Virginia Department of Education, Charleston, West Virginia. Prepared material from Representatives Dave Camp, Clyde Holloway, and Patricia Schroeder, as well as from other individuals, are included. (LLL)

ED 341 901 CG 023 996

The Risky Business of Adolescence: How To Help Teens Stay Safe--Part II. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, First Session (June 18, 1991).
PUB DATE- 92
NOTE- 225p.; For Part I, see CG 023 995.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; *Diseases; Family Role; Federal Legislation; Health Promotion; Hearings; Sex Education; *Sexuality; *Substance Abuse
IDENTIFIERS- Congress 102nd; Testimony

This document, comprising the second of two parts, contains testimony examing the vulnerability of today's youth to health

ED 341 920 CG 024 017

Seoane, Myriam; Smink, Jay
Incentives and Education. A Series of Solutions and Strategies. Number 4.
PUB DATE- Jun 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; High Risk Students; *Incentives; Motivation Techniques; Positive Reinforcement; Rewards

Incentives are commonly used by individuals and organizations to initiate change. Incentives are now being employed in education to keep students in school. In an attempt to determine the effectiveness of programs that utilize incentives, an analysis was conducted of the programs in the National Dropout Prevention Center's Focus Database that incorporate incentives as a major component. Analysis of the program profiles revealed that, although incentives differ according to intent, they can be grouped into four basic categories: education completion, academic achievement, attendance, and personal improvement. Incentives not only differ in their intent, but they also vary according to the target group at whom they are aimed. Students are the most obvious focus, however, parents, teachers, and even neighborhoods are being targeted. Despite the popularity of their use, there are many who do not support the use of incentives in academic settings. These educators believe that the use of extrinsic motivation undermines the student's intrinsic motivation. Incentives are simply one method, which if used appropriately, can encourage and motivate students. They should not replace verbal encouragement from teachers and parents, nor should they be the sole method of encouragement or reinforcement. However, when used to stimulate students or to keep them going, they can make a significant difference in performance. (Characteristics of successful incentives, and questions to administer to students for identifying incentives are included.) (LLL)

ED 341 921 CG 024 018

Towards a New Generation: A Primary Prevention Plan for New Jersey. A Report.
PUB DATE- 30 Mar 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *Cooperation; *Delinquency; Elementary Secondary Education; *Prevention; State Programs

The New Jersey Juvenile Justice and Delinquency Prevention Advisory Committee and its Prevention Subcommittee have developed an interagency plan to promote primary prevention activities statewide. The plan identifies the initial steps which must be undertaken by major sectors of the community to begin to effectively coordinate activities and reverse the negative trends impeding progress for the community. A call to action is made for parents, teachers, community, and officials at every level of government to examine their roles as part of the problem and the potential solution to juvenile delinquency. The call to action also suggests a revitalization of the Caring Community, a concept of positive adult interaction which

ED 341 939 CG 024 036

Solomon, Clemmie, Ed.; Jackson-Jobe, Peggy, Ed.
Helping Homeless People: Unique Challenges and Solutions.
PUB DATE- 92
NOTE- 134p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Caseworker Approach; Counseling Techniques; Counselor Role; *Homeless People; *Needs
IDENTIFIERS- Case Management

This publication is designed to provide a practical guide for gaining a detailed awareness and understanding of homelessness. After a foreword by Jesse Jackson, these chapters are included: (1) Introduction: Assessing the Unique Needs of Homeless People (Clemmie Solomon), which discusses the need for helping professionals to commit to addressing the unique needs and challenges of homeless people; (2) Modern American Homelessness (Joan Alker), which describes some of the demographic characteristics of the homeless population; (3) Understanding the Framework of Homelessness (Ronald J. Koshes), which addresses mental health concerns in the context of homelessness through an examination of psychological, sociological, and biological aspects; (4) Advocating in the Public Policy Arena (Richard K. Yep), which reviews the role of human service professionals and public policy officials; (5) Case Management Models and Approaches for Counseling and Working With Homeless People (Phillis W. Cooke), which looks at strategic case management models, their basic functions, and a sample case study; (6) The Role of Helping Professionals: Developing Strategies for Intervention in Homelessness (Alfred L. Cooke), which begins with the basic contention that homelessness is a multifaceted, often intractable, problem that encompasses much more than the absence of a home; (7) The Unique Needs and Concerns of Homeless Women (Mark Rhyns and Hoang-Oanh Rodgers), which focuses on the unique needs and concerns of homeless women; (8) Practical Counseling Techniques: A Training Guide for Counseling Homeless Families (Willie Mae Lewis), which describes practical counseling techniques that can be adapted for curriculum development and training activities; and (9) Conclusion: Responding to the Challenge (Peggy Jackson-Jobe), which highlights implications for helping professionals. The last chapter, compiled by the Research Team of the National Association of State Coordinators for the Education of Homeless Children and Youth, lists selected resources. (LLL)

ED 341 940 CG 024 037

Stoltz-Loike, Marian
Dual Career Couples: New Perspectives in Counseling.
PUB DATE- 92
NOTE- 304p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)

ED 341 959 CS 010 834

Neubert, Gloria A.; Binko, James B.
Inductive Reasoning in the Secondary Classroom.
PUB DATE- 92
NOTE- 127p.; Aspects of Learning Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Reading; *Critical Reading; English Instruction; *Induction; Learning Strategies; Mathematics Instruction; Science Instruction; Secondary Education; Social Studies; Teacher Role; Teaching Methods; *Thinking Skills

It has been alleged that few American students can use their knowledge effectively in thinking and reasoning. This study urges teachers to give more attention to student abilities in analyzing, classifying, comparing, formulating hypotheses, and drawing conclusions--that is, thinking skills essential to reasoning processes. Designed to familiarize secondary classroom teachers with one model of instruction for developing students' reasoning abilities, this book gives practical assistance in learning how to use the inductive approach, a teaching approach that actively involves students in the use of their own reasoning while learning content area material. Each chapter of the book includes a section that asks readers to recall experience pertinent to the material in the chapter, a set of questions to answer as the material is read, and a series of activities designed to lead readers through the developmental stages of the learning process. Chapters of the book are: (1) What is the inductive approach? (2) Why use the inductive approach? (3) How to use the inductive approach for concept development; (4) How to use the inductive approach for principle formation; (5) Inductive reasoning in English; (6) Inductive reasoning in mathematics; (7) Inductive reasoning in science; and (8) Inductive reasoning in social studies. A 90-item bibliography is attached. (RS)

ED 341 960 CS 010 835

Hornstein, Stephen; And Others
Whole Language Goes to College.
PUB DATE- Mar 92
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Class Activities; Elementary Education; Higher Education; Learning Theories; *Preservice Teacher Education; Teacher Educators; *Whole Language Approach
IDENTIFIERS- Collaborative Learning

Based on the belief that teacher educators can no longer be satisfied to teach about whole language without teaching through whole language, this article presents five major premises of whole language and then describes several strategies by which this philosophy has been implemented in university classrooms. The premises are that learning happens best: (1) when it occurs in "wholes" rather than in disjointed, decontextualized parts; (2) when learners perceive and

ED 341 981 CS 213 124

Roberts, Robbie B.

Writing Abilities of First Graders: Whole Language and Skills-Based Classrooms.

PUB DATE- Nov 91

NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Conventional Instruction; Grade 1; *Instructional Effectiveness; Primary Education; *Whole Language Approach; *Writing Ability; Writing Research; Writing Skills

IDENTIFIERS- African Americans; Alabama

A study compared the writing abilities of children in a whole language classroom with those of children involved in a skills-based classroom. Subjects, 37 African-American students in two heterogeneous first-grade classrooms in a low socio-economic area school in the inner-city of a large Alabama city, completed a reading/writing assessment (a sample of the Stanford Achievement Writing Test for second-grade students) after 7 months of instruction. One group of subjects consisted of 19 students who had been instructed using a whole language curriculum; the other group consisted of 18 participants who had been instructed using a traditional curriculum emphasizing skill mastery. Writing samples were analyzed according to content and the ability to express thought. Total words and t-units (number of thoughts) were also compared between the groups. Results indicated that, on all tools of assessment, the whole language group scored significantly higher than the skill-oriented group. (Five tables of data are included; 18 references are attached.) (RS)

ED 341 982 CS 213 137

Alexander, Jayne

Restructuring the Ninth Grade English Class To Improve Student Achievement.

PUB DATE- 91

NOTE- 58p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Academic Achievement; *English Instruction; Grade 9; *High School Freshmen; High Schools; Instructional Improvement; Instructional Innovation; *Student Attitudes; Teacher Student Relationship

IDENTIFIERS- New Hampshire

The practicum described in this report aimed to improve student achievement in a ninth-grade English class in New Hampshire by restructuring the program so that students felt more involved in the course content, delivery, and process. Students in three sections of ninth-grade English who were identified in eighth grade as stable, high achievers, performed erratically and at a lower level of achievement in their ninth-grade English class. Numerous changes in teaching style, course content, and learning activities were implemented. The teacher established communication lines with incoming ninth-grade students, redefined herself as a facilitator of learning, and developed

ED 342 001 CS 213 180

Short, Kathy G.
Intertextuality: Making Connections across Literature and Life.
PUB DATE- Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion (Teaching Technique); Elementary Education; *Grade 3; *Grade 6; Learning Processes; Prior Learning; Reader Text Relationship; *Reading Instruction; Reading Materials; *Student Projects
IDENTIFIERS- Aesthetic Reading; *Intertextuality; *Text Sets

"Text Sets" is a curricular strategy that highlights intertextuality, the process of searching for connections among reading texts and personal experiences. The strategy consists of gathering groups of related books and engaging small groups of students in a discussion of how the books interrelate. Three teachers assembled Text Sets for their third- and sixth-grade classrooms. Discussions ranged widely, allowing students to develop broader ranges of ideas. Fieldnotes were taken and literature discussions were audiotaped or videotaped. Several groups brainstormed lists or webs of possible comparisons or connections. Some groups physically sorted books, others listed characteristics and categorized them, while others divided up books by theme. Groups frequently focused upon connections involving: (1) elements of the story; (2) illustrations; (3) the lives of the authors or illustrators; (4) life experiences and previous texts; or (5) new experiences. After their discussions, the groups presented their findings to the rest of the class. Groups seemed to use the presentations for thinking through and presenting connections made, rather than presenting the books themselves. The Text Sets approach promoted student choice, both in selecting and responding to books. The social, dialogic nature of the activity promoted learning. Afterwards, students and teachers alike were more aware of the need for connections and ways of searching for them. (Sixteen references are attached.) (SG)

ED 342 002 CS 213 181

Mayo, Wendell; Holt, Mara
Negotiated Course Design: Hybrid Applications of Pedagogy in Writing Courses.
PUB DATE- 2 Nov 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (Kansas City, MO, November 2, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Course Evaluation; *Curriculum Development; Higher Education; *Student Reaction; Team Teaching; *Undergraduate Students; *Writing (Composition); *Writing Instruction; *Writing Workshops
IDENTIFIERS- *Course Development; Voice (Rhetoric)

Two instructors with different approaches to writing collaborated in the preparation of a junior-level advanced college

ED 342 022 CS 213 207

Phillips, Jerry
Writing in Reading Classes: The Cliff-Hanger Affect.
PUB DATE- Mar 92
NOTE- 15p.; Paper presented at the Annual International Rhetoric Council Conference (Hammond, LA, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Cooperative Learning; Higher Education; Literary Genres; Peer Evaluation; *Preservice Teacher Education; *Student Attitudes; Undergraduate Students; *Writing Assignments; *Writing Attitudes; *Writing Instruction
IDENTIFIERS- Cliffhangers; *Writing Development

Professional literature reporting the use of the "cliff-hanger" as genre as a teaching tool in writing instruction is relatively quiet. College students may become better writers and readers when they write cliff-hangers and allow other students to read their writing. Sixty-five undergraduate reading students at a southeastern Arkansas university were assigned a cliff-hanger as the first of many reading and writing assignments before their elementary student teaching experience. Students contributed to each others' stories, and the original author revised and completed his or her own story. After incorporating more peer suggestions, each author submitted a final draft, which was bound into a book. At the end of the semester the teacher collected student reflections upon the assignment. Student affective responses included: (1) apprehension about the assignment; (2) gratification from working together with peers; (3) the fulfillment of overcoming insecurities about writing ability; and (4) the self-determination felt in controlling what they could do with their own writing; and (5) overall amusement. The cliff-hanger gives students the opportunity to explore writing in non-traditional ways and helps them become more competent teachers. (Thirteen references are attached.) (SG)

ED 342 023 CS 213 209

Archambeault, Betty
Writing across the Curriculum: Mathematics.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Intermediate Grades; Learning Theories; *Mathematics Instruction; Secondary Education; *Writing Across the Curriculum; Writing Assignments
IDENTIFIERS- Writing Contexts

Contemporary learning theory supports the use of writing as a cognitive tool to enhance retention and assist students to understand abstract mathematical concepts. Using writing activities in the intermediate grade and secondary classroom enhances the learning of mathematics and is a way of making mathematics more reachable to those students who have labeled themselves as math illiterates. Students can personalize practice problems provided in their text by writing a short

ED 342 042 CS 507 736

Macke, Frank J.
Teaching on the Foam of Discourse: Genealogical Perspectives on the Emergence of Speech and Communication as Academic Disciplines.
PUB DATE- 24 May 91
NOTE- 37p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Educational History; Epistemology; Higher Education; *Intellectual Disciplines; Mass Media; Social Sciences; *Speech Communication; *Theory Practice Relationship
IDENTIFIERS- Foucault (Michel)

This essay examines and explicates the nature and pattern of epistemic transformations undergone by the United States academic discipline known as "speech communication." The system of examination and explication employed in the paper follows Michel Foucault's genealogical method of inquiry and, as such, offers a postmodern critical "history" of the relationship of "speech" to "communication" as matters of pedagogy and research in the 19th and 20th century academic praxis. The opening section of the paper problematizes the notion of historical inquiry, justifying postmodern rhetoric as a preferable approach to critique and epistemology. The second section problematizes the "history" of speech communication, particularly the supposition that the study and teaching of speech (as elocution) evolved into the modern, sophisticated social science of communication. The third section explores the dialectical tension between communication and speech. Specifically, the paper uses a close reading of Michael Burgoon's article, "On Divorcing Dame Speech," as a paradigm case of the rhetoric of evolution and disciplinary progress as applied to the speech communication discipline. The final section reconceptualizes the tension between "speech" (as "parole," or the discourse of lived body experience) and "communication" (as effective, i.e., communicative, speech, or practical discourse) in an attempt to formulate a network of tropological relations wherein the "body" of speech is subject to the arbitrary discipline of communication science. Forty-five references are attached. (Author/SG)

ED 342 043 CS 507 737

Markin, Karen
Congress, the FCC and Children's Television Regulation: A Shift in the Balance of Power.
PUB DATE- Aug 91
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (Boston, MA, August 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; *Childrens Television; *Federal Government; Federal Regulation; *Government Role; Legislation;

ED 342 061 EA 023 575

Binda, K. P.
Principals as Change Agents: Their Role in the Curriculum Implementation Process.
PUB DATE- Jun 91
NOTE- 39p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Kingston, Ontario, Canada, June 2-5, 1991). Filled print in the document may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Curriculum Development; *Decision Making; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Leadership Styles; Organizational Change; *Principals; *Program Implementation
IDENTIFIERS- *Manitoba

Findings from a study that examined ways in which principals implement new or revised curricula are presented in this paper, which focuses on how personal constructs influence the curriculum implementation process. Data about principals' implementation styles were obtained from interviews with 10 principals and 10 female teachers, inschool observations, and analysis of students' work. Findings indicate a high level of successful implementation. Principals were concerned about curricula meeting students' needs and therefore provided professional development, materials, instructional leadership, and conditions for a harmonious school climate. Four figures and an appendix containing the research questions are included. (58 references) (LMI)

ED 342 062 EA 023 578

Underwood, Julie K.
Choice: Wisconsin Style. Education Issues.
SPONS. AGENCY- Wisconsin Center for Education Research, Madison.
PUB DATE- Sep 91
NOTE- 20p.; A product of the Wisconsin Center for Educational Policy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Constitutional Law; Court Litigation; *Educational Vouchers; Elementary Secondary Education; Private School Aid; *Private Schools; Public Schools; *School Choice; School Law; State Courts; *State Legislation; *State Standards; Student Rights
IDENTIFIERS- *Wisconsin

In March 1990, the Wisconsin legislature passed into law the Milwaukee Parental Choice Program. Its enactment made Wisconsin the only state in the nation with a private school voucher plan. Litigation concerning the constitutionality of the program has involved the following actions: (1) the Wisconsin Supreme Court refused to hear the case; (2) the Dane County Circuit Court ruled the law was constitutional on its face; (3) the Wisconsin Court of Appeals held the program violated the Wisconsin Constitution; and (4) the Wisconsin Supreme Court accepted the petition for review in March 1991. Arguments that have been raised during this process deserve further attention since they will be raised in similar situations across the

ED 342 082 EA 023 668

Beckham, Joseph C.
School Officials and the Courts: Update 1991. ERS Monograph.
PUB DATE- 91
NOTE- 49p.; For the 1990 update, see ED 327 979.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Responsibility; Administrators; Boards of Education; *Court Litigation; Dismissal (Personnel); Educational Finance; Elementary Secondary Education; *Legal Responsibility; Principals; *Public Schools; Religion; *School Administration; *School Law; School Personnel; Student Rights; Torts

This monograph is the 13th in a series designed to summarize judicial decisions on elementary and secondary education issues. The cases included in this edition were selected from judicial decisions found in federal and regional court reports in the period from July 1, 1990, to June 30, 1991. The cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. The case summaries are organized according to the following general topics: (1) school boards and board members; (2) administrators; (3) finance; (4) teachers and other district employees; (5) pupils; (6) religion; and (7) torts and related statutory liability. Appended are reference notes, legal citations for each section, and a glossary of selected legal terms. (MLF)

ED 342 083 EA 023 671

McLeod, Roderick W.; And Others
Program Delivery in a Period of Declining Enrollment (1975-1984): A Study of Replicable Coping Strategies Used in Small Secondary Schools, Particularly in Northwestern Ontario.
PUB DATE- 88
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Declining Enrollment; *Delivery Systems; *Educational Cooperation; Foreign Countries; High Schools; *Program Implementation; *Small Schools
IDENTIFIERS- *Ontario

Between 1975 and 1984, small secondary schools in Northern Ontario (Canada) suffered a period of declining enrollment. This document is designed to address the decisions made by these schools regarding program delivery during this period. Program delivery strategies are examined and documented based on information from 22 small secondary schools (those with fewer than 100 students per grade). Twenty-two principals, 310 teachers, and 810 grade 12 students participated in a survey that focused on selected aspects of program delivery. Six principals, 24 teachers, and 48 students who participated in the survey were then questioned in a series of onsite interviews. Two common strategies using resources outside school systems were correspondence education and cooperative education. At the time of the research, cooperative education was being planned or implemented on a trial basis. Small,

ED 342 103 EA 023 709

Financing Our Schools. What Everyone Should Know.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditure per Student; *Financial Support; *Public Schools; State Aid; State Federal Aid

How to best finance education is a matter of major concern, both because of the cost of education, and because of its relationship to national progress and security. Confusion about educational funding is not necessary if the major questions that are of special concern to all citizens are identified. This document outlines basic elements for understanding present purposes and methods of public school finance. Subjects include: (1) Why Do We Provide Schools? (2) Why School Costs Have Grown; (3) Is Enough Being Invested in Education? (4) Should Our Investment in Education Be Increased? (5) Can the Economy Finance an Increased Investment in Education? (6) The Local School Budget; (7) State Support of Education; (8) Local Support of Education; and (9) Federal Support of Education. The narrative on each subject is accompanied by a graph or chart to aid in explanation. Tables listing current expenditure per pupil by state in 1988 and school revenues by source (federal, state, local) in 1988 are appended. (LAP)

ED 342 104 EA 023 716

Benefits and the Economy: Implications for State Education Associates.
PUB DATE- 91
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Economic Factors; Elementary Secondary Education; Expenditures; Federal Government; *Fringe Benefits; *Health Insurance; Negotiation Agreements; Public Policy; *Retirement Benefits; State Government; Tax Effort; *Teacher Employment Benefits; *Teacher Salaries

The three reports in this publication examine the relationship between educators' benefits and state, local, and national economic conditions and policies. The reports had two goals: to encourage educators to consider economic factors in negotiating benefits and compensation, and to demonstrate that employee retirement and health benefits are a long-term commitment for both employer and employee. Decisions made when employees are 25 or 30 years old can influence their well-being 60 years hence. The first report, entitled "Benefits for Educators: What They Need, What They Get," evaluates major features of educators' health and retirement benefits in relation to both prevailing standards and educators' needs. The text is augmented by five data tables. The second report, "Educators'

ED 342 125 EA 023 749

Achilles, C. M.
Although We Don't Know for Sure What It Is, Our Views of the Knowledge Base Are Far Too Limited.
PUB DATE- Nov 91
NOTE- 25p.; Revision of a paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Auburn, AL, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Education; Cognitive Development; *Educational Administration; Elementary Secondary Education; Higher Education; Management Development; *Professional Development; *Research Utilization; *Theory Practice Relationship

Issues in the educational administration knowledge base are discussed in this paper, with attention to its definition, extent, and usefulness. The discussion is based on the premises that the knowledge base lacks: (1) organization; (2) definition and applicability; and (3) comprehensiveness and usefulness. Other hindrances to developing a comprehensive knowledge base include the fragmented organization of educational administration departments and poor research quality. A blend of quantitative and qualitative approaches is suggested as the method of inquiry for educational administration. It is concluded that educational administration programs should have a strong knowledge base, and that this knowledge base should consist of a triad of elements: content (what); context/delivery (how); and an ethical/moral dimension (why). One table and four figures are included. The appendix summarizes concerns about research and the knowledge base in educational administration. (45 references) (LMI)

ED 342 126 EA 023 751

Leithwood, Kenneth; And Others
Transformational Leadership and School Restructuring.
PUB DATE- Jan 92
NOTE- 39p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Victoria, British Columbia, Canada, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Foreign Countries; *Leadership; Leadership Qualities; *Organizational Change; *Program Implementation
IDENTIFIERS- *British Columbia

Findings from a study that explored the relationship between school restructuring and school leadership are presented in this paper. Specifically, the research examined the processes involved in implementing the Primary Program, the first stage of British Columbia's "Year 2000" plan for the first 4 years of education. A survey of 2,547 teachers and principals in 272 British Columbia elementary schools yielded 770 responses--response rates of 30 and 67 percent for teachers and schools, respectively. Data were also obtained from case studies of six designated lead schools in the Primary Program, in which interviews were conducted with four teachers and the principal

ED 342 145 EC 300 904

Supported Employment and Your Independent Living Center: Implementation Guide. National Model for Supported Employment and Independent Living.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 374p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Disabilities; Employment Programs; Force Field Analysis; *Independent Living; *Models; Planning; *Program Development; Program Evaluation; Program Implementation; Self Evaluation (Groups); Standards; *Supported Employment
IDENTIFIERS- *Independent Living Centers

This guide was prepared to assist administrators and staff of Independent Living Centers (ILC) to explore the feasibility of developing consumer-driven supported employment programs. An introduction and flow chart point out the relevant questions and milestones of the decision making and implementation process. Chapter 1 introduces the basics of supported employment, including descriptions of currently accepted practices, regulations, and statistics documenting the characteristics of supported employees and the jobs that they hold. Chapter 2 presents information that can help policy makers and administrators make a decision about providing supported employment services. It recommends the use of "force field analysis" in which forces promoting and forces discouraging the implementation of supported employment services are analyzed. Chapter 3 describes the various aspects of planning for the implementation of a supported employment program: the model(s) to offer, personnel requirements, and possible funding arrangements. Chapter 4 suggests an approach that incorporates supported employment activities into the usual flow of ILC activities. Chapter 5 details a method of self-evaluation of the quality of a supported employment program. Chapter 6 presents a list of resource centers and a bibliography. Attachments include: (1) booklets titled "Supported Employment and You," "Supported Employment for the Family and Others," and "Supported Employment and the Employer"; (2) 1986 amendments to the Rehabilitation Act of 1973, Title VI, Part C on supported employment and Title VII, Part B on Centers for Independent Living; (3) standards for supported employment; and (4) a directory of state administrators of state vocational rehabilitation agencies. (JDD)

ED 342 146 EC 300 905

Introducing High School Students to Careers in Special Education: An Activities Guide.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

ED 342 164 EC 300 923

Harper-Whalen, Susan; And Others
An Introduction to Teaching through Play. Module 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 42p.; A product of the CO-TEACH Preschool Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; *Curriculum; *Disabilities; Instructional Materials; Learning Activities; *Learning Centers (Classroom); *Play; Preschool Education; *Teacher Role; Teaching Methods

This module focuses on the use of play as a natural and effective means for expanding the learning opportunities for young children in special preschool settings. It includes discussions of the different roles teachers assume as they incorporate play into their curriculum. The guide highlights instructional approaches which promote child learning, describes components of learning centers that capitalize on a child's inherent curiosity, and gives practical suggestions for material rotation and student evaluation. Appendices provide information on setting up learning centers and arranging the classroom, integrating Individualized Education Program goals, selecting books and tapes for preschool libraries and listening centers, creating simple writing center materials, and recording child observations. (JDD)

ED 342 165 EC 300 924

Kron, Linda; And Others
An Introduction to Managing Behavior Positively. Module 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 37p.; A product of the CO-TEACH Preschool Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Classroom Techniques; *Disabilities; *Early Intervention; Preschool Education; *Reinforcement; Social Behavior; Student Behavior
IDENTIFIERS- *Behavior Management

This guide introduces behavior management strategies within the broader context of a comprehensive early intervention program, the CO-TEACH Model. It describes practices that teach desirable alternatives to child misbehavior and that avoid opportunities for inappropriate behavior to occur. An introductory section on positive behavior management discusses appropriate placement options, developmentally appropriate curriculum, social skills, and functional skills. Strategies to prevent misbehavior are described, including selection of appropriate materials, arrangement of the environment, and scheduling. Behavior management strategies such as modeling and "Tell, Show, Help,

ED 342 184 EC 300 943

Cylke, Frank Kurt, Ed.
Horses: An Introduction to Horses: Racing, Ranching, and Riding for Blind and Physically Handicapped Individuals.
PUB DATE- 91
NOTE- 29p.; For other documents in the Leisure Pursuit Series see, ED 310 615, ED 311 641, ED 320 313, and EC 300 944.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; Animal Husbandry; Athletics; Audiodisks; Audiotape Cassettes; *Blindness; Braille; Children; Elementary Education; Fiction; *Horseback Riding; *Horses; Nonfiction; Outdoor Activities; Physical Disabilities; Recreational Activities; Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

This annotated bibliography of materials focuses on horses, racing, ranching, and riding. Two articles are presented in full. They are: "Diary of a Blind Horseman: Confidence Springs from a Horse Named Sun" (Richard Vice and Steve Stone) and "Young Rider: Her Horses Show the Way" (Helen Mason). Each article tells the true story of a blind person's experience with horses. Material listings are then presented separately for adults and children. Material for adults falls under the following categories: nonfiction discs (7); and nonfiction cassettes (3). Material for children is under the following categories: nonfiction discs (3); nonfiction cassettes (6); fiction cassettes (1); braille nonfiction (5); and braille fiction (1). Also listed are: nonfiction cassettes available from the Kentucky, Nebraska, and Washington regional libraries; print materials including three books and six journal articles; and a list of five organizations. An index (by format) and an order form are provided. (DB)

ED 342 185 EC 300 944

Cylke, Frank Kurt, Ed.
Sailing: An Introduction to the Wonders of Sailing for Blind and Physically Handicapped Individuals.
PUB DATE- 90
NOTE- 25p.; For other documents in the Leisure Pursuit Series see, ED 310 615, ED 311 641, ED 320 313, and EC 300 943.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Aquatic Sports; Audiodisks; Audiotape Cassettes; *Blindness; Boat Operators; Braille; Children; Elementary Education; Fiction; Nonfiction; Outdoor Activities; Physical Disabilities; Preschool Education; Recreational Activities; *Sailing; Visual Impairments
IDENTIFIERS- *National Library Service for the Blind

This annotated bilbiography of materials focuses on sailing. Two articles are presented in full. They are: "Sailing in Tall Ships" (Tony Elbourn) and "Sailing Blind" (Charles E. Leonard). Each article tells the true story of a blind person's experience with sailing. Material listings are presented for adults under the following categories: nonfiction discs (6); nonfiction cassettes (5); nonfiction braille (3); fiction cassette (1); and fiction braille (3). Material listings for children are presented under the following categories: nonfiction cassette (1); nonfiction braille (1); fiction cassettes (6); and fiction braille (5). Also listed are seven

ED 342 202 EC 300 961

Racino, Julie Ann
Life in the Community: "A Home of My Own with the Supports I Need or Want."
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Aug 91
NOTE- 6p.; Article prepared for the International Symposium on Personal Assistance Services (1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitudes; Delivery Systems; *Disabilities; Economic Factors; *Housing; *Independent Living; Models; *Needs Assessment; *Personal Autonomy; Rehabilitation; Severe Mental Retardation; Social Influences
IDENTIFIERS- *Supported Housing

This paper looks at independent housing needs of persons with disabilities and presents a policy statement developed by the Center on Human Policy in December, 1989. Noted are the results of a research review showing that housing needs are similar for all disability groups, that supports are a critical factor in housing provision, that housing problems are less related to disability than to economic and social factors, that differences exist between professionals and people with disabilities regarding perceptions of specific housing and support needs, and that choices and control are critical elements. Encompassed within the institute statement are three major themes: (1) the importance of living in one's own home; (2) the context of the broader community in people's lives; and (3) the extension of the independent living movement's concept of personal assistance to people with severe developmental disabilities. A chart compares the rehabilitation, independent living, and support paradigms for such dimensions as problem definition, social role/s, control, and desired outcomes. (23 references) (DB)

ED 342 203 EC 300 962

Racino, Julie Ann
Thoughts and Reflections on Personal Assistance Services: Issues of Concern to People with Mental Retardation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 91
NOTE- 5p.; Article prepared for the International Symposium on Personal Assistance Services (1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Attendants; Attitudes; *Decision Making; Delivery Systems; Developmental Disabilities; Human Services; Independent Living; *Mental Retardation; Needs Assessment; *Opinions; *Personal Autonomy
IDENTIFIERS- *Personal Assistance (of Disabled)

This essay uses a question-and-answer format to examine issues of concern to persons with mental retardation related to personal assistance or support services. Questions include: "What do people with mental retardation or others in the field of developmental disabilities know about personal assistance?"; "How is personal assistance defined?"; "What aspects of

DOCUMENT RESUME

ED 342 223 FL 019 606

Gerstman, M. Linda
La Materia. Nivel II. Basado en el curso de estudios de Ciencia de Montgomery County Public Schools. (Matter. Level II. Based on the Montgomery County Public Schools Science Studies Program).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 87
NOTE- 43p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Class Activities; *FLES; Foreign Countries; Grade 2; *Immersion Programs; Primary Education; *Science Instruction; Second Language Learning; *Spanish; Units of Study; Vocabulary

This curriculum unit is for use in an elementary school foreign language immersion program in Montgomery County, Maryland. The unit is geared toward the second grade science classroom. It includes instructional and performance objectives, vocabulary lists, optional language structure sections, illustrations, activities, evaluation suggestions, and worksheets. The unit considers the interrelationships of light and shadow, changes caused by the interactions of matter, and the behavior of liquids as they interact with different kinds of surfaces. With the exception of instructional objectives, all materials are written in Spanish. (SR)

ED 342 224 FL 019 607

Senger, Graciela
Seres Vivos. Nivel I. Basado en el curso de estudios de Ciencia de Montgomery County Public Schools. (Living Beings. Level 1. Based on the Montgomery County Public Schools Science Studies Program).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 87
NOTE- 83p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Class Activities; *FLES; Foreign Countries; Grade 1; *Immersion Programs; Primary Education; *Science Instruction; Second Language Learning; *Spanish; Units of Study; Vocabulary

This curriculum unit, developed by the Montgomery County Public Schools, Maryland, was designed for use in the elementary level foreign language immersion program. It is geared toward the first grade science classroom. The unit includes instructional and performance objectives, necessary vocabulary lists, optional language structure sections, activities, evaluation suggestions, and worksheets. The unit considers topics such as seeds, plants, growth, life, movement, fruits and vegetables, reproduction, food, and plant- and animal-based products. With the exception of instructional objectives, all materials are written in Spanish. (SR)

ED 342 225 FL 019 609

Maldonado, Marisol

trainees from the three phases of the QSI program. Chapter 6 discusses the outcomes of training through SKILLNET QSI courses according to the qualifications trainees could gain and the use to which they could put them. Chapter 7 addresses the issue of outcomes in terms of observable employment patterns among trainees. The final chapter, chapter 8, draws out the main implications from the research findings and indicates areas which might form the basis for discussion and action in the future. A 29-item reference list is followed by appendices containing project information, questionnaires, course and skills lists, and other forms. (YLB)

ED 341 765 CE 054 601

A Followup Study of Industry Immersion for Reading and Mathematics Improvement at Airport Field Maintenance Facility.
PUB DATE- 89
NOTE- 7p.; For a related document, see CE 054 602.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Needs; Employee Attitudes; Employer Employee Relationship; Followup Studies; *Literacy Education; *Mathematics Instruction; *Outcomes of Education; *Participant Satisfaction; Program Effectiveness; *Reading Instruction; Self Esteem; Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- Tennessee; *Workplace Literacy

A pilot program of the industry immersion model of reading and mathematics instruction was conducted on site at the Airport Field Maintenance Facility, Memphis, in January-February 1989. After this intensive immersion program (80 hours of instruction in 4 weeks), the 12 participants showed significant gains averaging 2.2 grade levels in reading and 1.3 grade levels in mathematics, and positive growth in self-esteem. A follow-up study 6 months later showed that reading level gains were generally stable, with some dramatic gains among students who had continued to read on their own following the program and some losses of skill level among those who had not continued to read. All participants said they felt more self-assured, and all expressed interest in attending a continuing adult reading and mathematics program. Participants felt that they were able to use their skills better on the job as well as at home. Administrators also indicated that the program had been valuable in helping workers develop sensitivity to company needs and goals as well as basic skills. The follow-up study concluded that the immersion model is valuable because it customizes instruction to the needs and goals of workers and the company. (KC)

ED 341 766 CE 054 602

Jones, Paul L.; And Others
Industry Immersion for Reading and Mathematics Improvement. Valley Products Company.
PUB DATE- Aug 89
NOTE- 49p.; For a related document, see CE 054 601.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Corporate Education; Educational Needs; *Employee Attitudes; Employer Employee Relationship; *Literacy Education; *Mathematics Instruction; *Outcomes of Education; Program Effectiveness;

all nonreturnees; (3) demographic information describing 642 nonreturnees who were unreachable; and (4) demographic information plus telephone survey information from 399 nonreturnees. From a student body of 10,538, 2,313 were nonreturnees. Males and White non-Hispanice were overrepresented among nonreturnees. Within the whole group of nonreturnees, the numbers of female Hispanics and Whites and male Hispanics and Whites were about the same. Besides the 17 percent who withdrew from all classes, 23 percent of nonreturnees received all F grades; however, almost one-third maintained A or B averages. Almost 18 percent of the unreachables had transferred or graduated; almost 24 percent had relocated. A total of 113 persons should not have been on the nonreturnee list among the 1,041 studied; 304 were estimated to be dropouts; 82 indicated they were optouts; 303 indicated that they were stopouts; and 239 could not be classified. Reasons for not returning had to do with life circumstances in general and not with school in particular. Suggestions were made for further research and for action to be taken by Del Mar College. (Additional data and the questionnaire are appended.) (YLB)

ED 341 784 CE 060 235

Silberman, Harry F.
The Research Role of a National Center.
PUB DATE- Dec 91
NOTE- 8p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; Educational Research; Expectation; *Organizational Effectiveness; *Organizational Objectives; Problem Solving; Professional Personnel; *Research and Development Centers; Research Methodology; Vocational Education

The functional role of a national center for vocational education depends on the people doing the work; consequently, the center sets its own agenda when it makes personal decisions. A center's role should include two elements: in setting its own research agenda, a center should take a broad perspective on vocational education; and a center should do more than talk or write about problems--it should solve them. A national center has the capacity to take a broad perspective and develop practical solutions. Three obstacles could eventually limit a center's achievement: (1) unrealistic expectations may prevent a center from delivering what it promises; (2) conflicting expectations of individual staff members can occur; and (3) the center may be exposed to conflicting external expectations. The best solution to the three obstacles is a high quality staff. The center needs staff members with diverse backgrounds, who are able to mediate conflicting expectations, diagnose problems, and generate feasible solutions. (NLA)

ED 341 785 CE 060 236

Edling, Walter
Transformations. Technical Literacy Training, Retraining for Technology, Tech Prep Bridge Program.
PUB DATE- Dec 91
NOTE- 42p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).

Mexico, June 1989); for conference proceedings and discussion guide, see CE 060 277-278.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Dislocated Workers; *Early Retirement; Employer Employee Relationship; Employment Opportunities; *Employment Practices; *Employment Problems; Employment Projections; Foreign Countries; Futures (of Society); Job Layoff; Labor Legislation; Leisure Time; Lifelong Learning; *Older Adults; Personnel Policy; *Technological Advancement; Unemployment; Unions; *Work Attitudes
IDENTIFIERS- Canada; Fiji; Japan; *Older Workers; Philippines; United Kingdom; United States; West Germany

This volume contains 19 papers that were presented at a conference addressing critical issues related to employment options for older persons. They are arranged in four sections that cover early retirement policies and their implications; older workers of Asia and the Pacific; the impact of technological change on the employment prospects of older persons; and the reorganization of work, leisure, and education over the life cycle. The papers are: "Work, Aging and the Life Cycle" (Xavier Gaullier); "Early Exit and the Employment of Older Workers in the 1990s in the United Kingdom" (Frank Laczko); "Early Retirement Policies and Practices in the United States" (Denise F. Loftus); "Early Retirement and the Middle-Aged" (Malcolm H. Morrison); "Ageism in the British Labor Market" (Alan Walker); "Older Workers in Asia and the Pacific" (John McCallum); "Work, Retirement and Income Security" (Lita J. Domingo); "Older Workers in a Developing Economy" (Nii-K Plange); "Older Japanese Workers" (Michiko Naoi); "The Impact of Technological Change on Employment Prospects for Older Persons" (Harvey L. Sterns); "New Technologies and the Aging of the Labor Force" (Marie-Noel Beauchesne-Florival); "The Impact of Technological Change on Employment for Older Persons from a West German Perspective" (Gerald A. Straka); "Older Workers and Technology" (Robert A. Harootyan); "Implications of Technological Advances for Canadian Workers" (Neil Charness); "The Reorganization of Work, Leisure and Education over the Life Cycle" (Jack Habib, Charlotte Nusberg); "Flexibility and Free Choice in Working Life" (Gosta Rehn); "Does Flexible Life Scheduling Have a Future?" (Fred Best); "Emerging Changes in the Structure of the Employment Relationship and Their Projected Effects on the Distinction between Work and Retirement" (Dan Jacobson); and "Leisure and the Structure of Our Life Worlds" (Jon Hendricks, Stephen J. Cutler). (KC)

ED 341 804 CE 060 282

Sansregret, Marthe
Recognition of Practical Knowledge through a Prior Learning Assessment Program.
PUB DATE- Oct 91
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 14-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Advanced Placement; Certification; *College Credits; *Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; *Lifelong Learning; Nontraditional Students; Portfolios (Background Materials); *Prior Learning;

that can help include career and worklife counselors, government sources such as vocational guidance bureaus, community resources, and the use of diagnostic tests. The guide defines career satisfaction, provides a career-planning checklist for children to complete and parents to review, and recommends five resources. (KC)

ED 341 823 CE 060 313

Kapes, Jerome T.; And Others
Career Assessment Instruments Used with Students with Special Needs in Texas.
PUB DATE- 9 Dec 91
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Aptitude Tests; Disabilities; Disadvantaged Environment; Disadvantaged Youth; Educationally Disadvantaged; High Schools; Interest Inventories; *Measures (Individuals); Postsecondary Education; *Special Needs Students; Testing Problems; *Test Use; Vocational Education; *Vocational Evaluation; Work Sample Tests
IDENTIFIERS- *Texas

The use of vocational assessment instruments with Texas special needs students was investigated as part of the requirements of the Carl D. Perkins Vocational Education Act. A nonrandom sampling method was used to identify the population. Transition from School to Work Coordinators in each of 20 regions collected 130 completed survey instruments from district respondents responsible for vocational assessment. Educational diagnosticians, vocational assessment coordinators, transition specialists, and special education department chief executives were the most frequent responders. Aptitude tests, interest measures, combination instruments, and work samples were used for the study. Based on the information reported in the study, five conclusions appear warranted: (1) individuals with different titles appear to be responsible for vocational assessment in Texas; (2) a wide range of instruments are reported as being used, especially in aptitude and interest categories; (3) respondents often listed instruments in incorrect categories or with incorrect names; (4) respondents were not uniformly satisfied with the instruments they were using; and (5) there appears to be much room for improvement in the vocational assessment process. (The document includes nine tables and two appendices: the survey form and letter to vocational special needs program transition coordinators.) (NLA)

ED 341 824 CE 060 314

Jones, Karen H.; Nagel, K. L.
A Study Investigating How Concepts Associated with Eating Disorders Are Addressed in a Preventative Context in the Home Economics Classroom.
PUB DATE- Dec 91
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Anorexia Nervosa; *Bulimia;

Vocational education and training in Finland consists of prevocational education at the preprimary and comprehensive school levels and formal vocational training at the secondary and postsecondary levels. Prevocational education aims to foster children's harmonious personality development by integrating handicraft and practical subjects teaching to preprimary and comprehensive school curricula. Formal vocational education at the secondary and adult education levels is directed toward contributing to economic development. Problems of the present vocational education system include the following: (1) the demand for an educated labor force cannot be met in all fields; (2) opportunities for further education do not match young people's preferences; and (3) distinctions between academic and vocational education are too sharp. The practice of adult vocational education has been guided by the principles of educational equality and continuous education. Issues for further educational development are reorganization of upper secondary schooling to integrate vocational and academic education and creation of new forms of postsecondary and occupational higher education. The main goals of the new vocational education reform are further broadening of vocational skills and opening of educational channels from vocational education to higher education and universities. (Appendixes include 19 references and statistics and information on the structure of the Finnish educational sytem.) (Author/YLB)

ED 341 842 CE 060 362

Lasonen, Johanna; And Others
Finnish Comprehensive Vocational Institute Teachers' Gender-Role Attitudes.
PUB DATE- Dec 91
NOTE- 16p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Affirmative Action; Attitude Change; Educational Opportunities; Employed Women; Equal Education; Equal Opportunities (Jobs); Foreign Countries; Nondiscriminatory Education; *Nontraditional Occupations; Postsecondary Education; Secondary Education; *Sex Fairness; *Sex Role; Sex Stereotypes; *Teacher Attitudes; Vocational Education; *Vocational Education Teachers; Womens Education
IDENTIFIERS- *Finland

A study was conducted to determine Finnish vocational teachers' gender-role attitudes. It also identified the personal and professional variables that best explained the variance in gender-role attitudes. The sample consisted of 923 comprehensive vocational institute teachers from all major geographical areas of Finland; 92.3 percent returned a survey based on Osmond and Martin's (1975) Sex-Role Attitude Scale. Zero-order correlations and stepwise multiple regression conducted among personal and professional variables (gender, age, household income, teaching general subjects, and marital status) and the gender-role attitudes scale revealed that gender explained most of the variance in gender-role attitudes. The findings among Finnish vocational teachers paralleled those of U.S. studies. Male and older teachers with less education had more traditional gender-role attitudes than female and younger teachers. Teachers and administrators may need training in more gender-equitable teaching and in awareness of their program planning and serves as a coordinating body in the Department of Labor for programs affecting women. Among its activities are the following: initiating and supporting research in economic, social, and legislative areas and making policy recommendations; testing innovations through demonstration projects; and carrying out an information and education program. Striking demographic changes in the U.S. labor force are shaping education and training needs. The annual growth rate for the labor force from 1990-2005 is projected to be 1.3 percent, down from 1.9 percent in the previous 15-year period. Labor force entrants will be almost equally women and men; those leaving are more likely to be men. The fastest growing segments of the labor force--women and minority groups--are disproportionately employed in slow-growing or declining occupations. Recent Women's Bureau initiatives include the following: 10 regional roundtables on the employment needs of midlife women; directory of nontraditional training and employment programs serving women; network of women's support groups around the country to provide help to women seeking information on job issues; a Women in Highway Construction project; the Glass Ceiling initiative to open up higher level leadership opportunities; and access to mathematics and science education initiative. (YLB)

ED 341 861 CE 060 403

Young Adult Learning Academy (YALA): Summary of Program Information for the Period 7/1/89-6/30/90.
PUB DATE- 30 Jun 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adult Basic Education; *Agency Cooperation; Ancillary School Services; Career Counseling; *Dropout Programs; Dropouts; Educational Cooperation; Education Work Relationship; High School Equivalency Programs; Internship Programs; Job Training; Reading Improvement; Regional Cooperation; Student Leadership; Student Participation; Work Experience Programs; *Young Adults
IDENTIFIERS- *Young Adult Learning Academy NY

The Young Adult Learning Academy (YALA) established by the Office of the Mayor of New York City serves dropouts aged 16 to 24 years of age who read below the eighth-grade level. Fourteen independent agencies recruit the students and provide services that include counseling, work maturity training, and job placement. During fiscal year 1990, YALA served 1,150 students. The programs include the City Works program of the New York City Department of Employment and the Youth Internship Program of the City University of New York. YALA provided basic educational services, counseling, world of work training, job placement, and work experience in child care to 41 youth enrolled in the Youth Internship Program. Comparison of scores on the Test of Adult Basic Education (TABE) 3 pretest and TABE 4 posttest scores indicates students gained 1 year in reading and 0.4 year in math. Ten independent agencies have programs based on site at YALA, which provides offices and supportive services in addition to educational programs. In addition, YALA provided four offsite agencies with teachers, instructional support, and recordkeeping. Activities have had three major purposes: to help students assume more active roles in their own education; to build teacher collaboration and initiative; and to extend YALA involvement to a wider community of the non-depressed partner. An examination of the problem of depression from the perspective of the non-depressed spouse can serve as a needed supplement to the usual patient-centered approach to research and treatment. Future work in research, assessment, and intervention should ultimately adopt a more integrated, interactional approach, both methodologically and conceptually. Depression has been conceptualized as a self-perpetuating interpersonal system. Depressive symptomatology appears to be congruent with the ongoing interpersonal and marital situation of the depressed person. Essentially, the depressed spouse and the marital partner collude to create a system in which feedback is difficult to receive and various efforts to change become system-maintaining in the long run. The results of this study indicated that since there is a strong relationship between depression and marital distress, if a couple presents with marital discord, clinicians should be aware of potential depression in one spouse. Marital and family therapy need to be more widely considered as either primary or adjunctive treatments for depression. (LLL)

ED 341 880 CG 023 975

Margolin, Edythe
Technological Impact on Women's Ethical Choices in the 21st Century.
PUB DATE- 1 Nov 91
NOTE- 12p.; Paper presented at the Women, Technology and Ethics Conference (Morehead, KY, November 1-2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; *Decision Making; *Ethics; *Females; *Futures (of Society); *Technology

The continuing questions and urgencies regarding women's place in society and their role in self-direction for women and for the younger generation will involve several human qualities. These include the humanitarian qualities of vigilance, a desire for equitable treatment of people, and an awareness of the need to be skillful in the recognition of situations that can lead toward self-destruction. People must learn to accept technologies but also to recognize how these technologies can overrun concerns for equitable treatment of people. Solutions to issues of the 21st century are in process today. How those issues are viewed and how they are defined initially will affect choices. The economy, environmental challenges, medical issues, and family living patterns change. It cannot be known today which ideas, people, or concepts will be appealing in the future; some issues encompassing the society of the future may be shaping now, but are not yet clearly defined. It becomes increasingly clear that women, children, and youth at various stages of their lives will face dilemmas and choices related to technologies. There is satisfaction in knowing that although the current generation may not be alive to see the future results of their activity, they are nevertheless acting as worthy and ethical human beings with a sense of awareness that humanity needs its support. (ABL)

ED 341 881 CG 023 976

Heppner, P. Paul, Ed.
Pioneers in Counseling & Development: Personal and Professional Perspectives.
PUB DATE- 90

problems because of risky sexual behaviors and substance abuse, and how adolescents may be encouraged to make healthy choices. An opening statement by Representative Patricia Schroeder is presented. Testimony from these witnesses is included: (1) Bradley P. Hayton, public policy research manager, Focus on the Family, Pomona, California; (2) John F. Lyons, associate professor of psychiatry, psychology, and medicine, Northwestern University Medical School, Chicago, Illinois; (3) Bronwyn Mayden, executive director, Maryland Governor's Council on Adolescent Pregnancy, accompanied by Cathy Cardall, parent of a member of the Health Opportunities for Teens Advisory Board, Baltimore, Maryland; (4) Eleshia Ray, Kianga Stround, and Nkenge Toure, Peer Educators and Youth Coordinator, PEERS Program, Terrific Inc., Washington, D.C.; (5) Robert Selverstone, president, Board of Directors, SIECUS, Sex Information and Education Council of the United States, Westport, Connecticut; and (6) Gil Walker, commissioner, Chicago Housing Authority, The Midnight Basketball League, accompanied by Burtrell Selph, player, Chicago, Illinois. The script of a health educational theater presentation which was presented by actors April Jones D'Monroe, Keith Kaplin, Andy Pang, and Christy Winters is included. Prepared materials from Representatives Joan Kelly Horn and Patricia Schroeder, as well as from other individuals and groups, are included. (LLL)

ED 341 902 CG 023 997

Newman, Ian M.; And Others
The Nebraska Tobacco Education Curriculum: Year 2 Evaluation. Prevention Center Papers. Technical Report No. 15.
SPONS. AGENCY- Health Education, Inc.; Nebraska State Dept. of Health, Lincoln.
PUB DATE- Jan 87
NOTE- 34p.; For related documents, see CG 023 998-CG 024 000.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Health Education; Junior High Schools; Junior High School Students; *Prevention; Program Effectiveness; *Smoking; Substance Abuse; Tobacco
IDENTIFIERS- *Nebraska

In 1983 the Nebraska Prevention Center for Alcohol and Drug Abuse began a project to develop and evaluate an educational program designed to discourage young people from taking up the smoking habit and to encourage those who smoke to quit. The second evaluation of this smoking curriculum had two components: a 1-year follow-up evaluation of the curriculum based on an assessment of smoking attitudes, knowledge, and behavior of the students taught in the first year of this project; and an evaluation of the effectiveness of a slightly revised version of the curriculum taught to a different group of classes in the second year of the project. Subjects included 736 students at the 1-year followup. This longitudinal project presents significant encouragement to those involved in tobacco education. with 1 day of inservice and a well-prepared curriculum, a typical teacher can effect significant knowledge increases in students. This project showed that when teachers do present an educational program, well-grounded in theory, that long-term effects are visible as much as a year later. These long-term effects include an increase in self-reported ability by young people to resist pressures to smoke, a reduction in the number of people who think they will smoke in the future, and a reduction in the expected rate of smoking nurtures positive behavior, social values, and a proper balance of freedom and discipline in the context of the home, school, and community environments. This plan offers six major goals: (1) increase public awareness of primary prevention activities and promote effective parenting within the general population; (2) encourage increased participation of industry and the private sector to facilitate opportunities for youth; (3) increase the primary prevention planning and implementation activities of the state, county, and municipal level youth serving organizations; (4) establish a statewide clearinghouse for primary prevention; (5) increase state level primary prevention policies and programs; and (6) improve the education of youth. The plan also provides specific objectives and implementation activities for each goal. (LLL)

ED 341 922 CG 024 019

Adolescent Drug Use Prevention: Common Features of Promising Community Programs. Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor, House of Representatives.
PUB DATE- Jan 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Community Programs; *Drug Abuse; *Prevention; Program Effectiveness; *Substance Abuse

The importance of identifying effective drug abuse prevention strategies is clear not only from the increasing federal expenses, but also from the costs to individuals and families, and the overall damage to U.S. productivity and competitiveness caused by drug use. This report is about comprehensive community-based approaches to drug abuse prevention for youth. Site visits were conducted at 10 of the most promising programs, and survey questionnaire were received from 138 promising programs. Chapter 1 of this report contains the introduction which includes the study's objectives, scope, methodology, strengths, and limitations. Chapter 2 discusses the context for the programs visited, including the communities served, developmental issues relevant to 10 to 13-year-olds, and the need for comprehensive programs in response to these environmental challenges. Chapter 3 discusses the issues identified as relating to program goals and design. This chapter focuses not on the specific services, but on the broader framework within which these services were provided, since variations in that framework seemed more related to promise than did differences in the details of individual programs. Chapter 4 discusses implementation and evaluation challenges. The programs shared common struggles in maintaining continuity of service, coordination, making programs accessible, obtaining funds, attracting necessary leadership and staff, and conducting evaluation. Each of these areas is discussed. A principal finding of this study is that the promising drug prevention programs took a comprehensive, community-based approach towards youths (as opposed to the narrower approach of combatting drug use alone) in order to deal with the multiple problems in their lives. Study advisory panel members are listed, and detailed descriptions of each site visited are included in appendices. (LLL)

ED 341 923 CG 024 020

Durgin, Rod W.; Drier, Harry N.

DESCRIPTORS- Career Counseling; *Counseling Techniques; *Dual Career Family; *Family Counseling; Individual Needs; *Marriage Counseling

This book, written for counselors and other mental health professionals, outlines the stresses and challenges dual career couples face, as well as plans for helping dual career couples learn negotiation, communicaiton, and conflict resolution skills. The book's 12 chapters are organized in 3 parts. Part 1 (chapters 1 to 4), reviews the literature relevant to dual career couples and the integrated approach to counseling dual career couples. Chapter 1 contains a general overview, chapter 2 focuses on gender issues and individual differences, chapter 3 reviews the family systems approaches to couple/marriage and family counseling, and chapter 4 discusses career, developmental, and couple issues. Part 2 (chapters 5 to 9), focuses on intervention strategies for career counselors working with dual career couples and offers step-by-step programs for counseling dual career couples. Chapter 5 presents an overview of the integrated approach to counseling dual career couples. Chapter 6 discusses methods for assessing each partner's career and family status. Chapter 7 focuses on strategies for developing effective negotiation and communication within a gender-sensitive context. Chapter 8 discusses counseling techniques to assist couples to live with conflict as part of establishing new role definitions. Chapter 9 focuses on defining success within a lifespan career developmental framework. In part 3, the final two chapters respectively review the corporate response to the special needs of dual career couples and offer conclusions and future directions for dual career couple counseling. (LLL)

ED 341 941 CG 024 038

Newberger, Eli H.; And Others

Dual Vulnerability of Sexually Victimized Mothers and Sexually Victimized Children: A Longitudinal Study.

SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.; National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.

PUB DATE- 26 Oct 91

NOTE- 47p.; Paper presented at the Annual Convention of the International Society for Traumatic Stress Studies (7th, Washington, DC, October 26, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Children; *Family Violence; *Mothers; *Self Disclosure (Individuals); *Sexual Abuse; Victims of Crime

Clinical approaches to child sexual abuse have been constrained by limited knowledge of the family dimensions of the problem. This study compared the psychiatric responses of women with and without sexual abuse histories to disclosures of their children's sexual abuse, and assessed the relationship of these histories to the nature of the child's victimization. A cohort of sexually abused children was followed at three points up to a year's interval after disclosure with measures of maternal and child victimization experiences, changing psychiatric symptoms, life stresses, and family structure. Children (N=49) and their mothers (N=44) were recruited from a pediatric hospital emergency department and from district attorneys' offices. Sixteen mothers reported having been sexually abused in childhood. Maternal and child psychiatric symptoms were participate in authentic uses of what is being learned; (3) when the social nature of learning is valued and taken advantage of; (4) when learners have control over what, when, and how they learn; and (5) when learners have the opportunity to reflect on their learning. The article next describes five activities which stem from the premises just listed: (1) walking journals (written dialogues among a group of people); (2) literature circles and text sets (a group of people coming together to read and discuss a related set of books); (3) author's circles (small groups who give feedback on each other's writing); (4) expert projects (self-chosen student projects); and (5) community engagement (projects designed to help students use the community as a resource for creating knowledge and meaning). (SR)

ED 341 961   CS 010 836

Boland-Willms, Annette
Improving the Reading Attitude of Early Primary Students through Peer-Tutoring.
PUB DATE- 91
NOTE- 57p.; M.S. Practicum, Nova University. Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Reading; Cross Age Teaching; Foreign Countries; Intermediate Grades; *Peer Teaching; Primary Education; *Reading Attitudes; Reading Habits
IDENTIFIERS- British Columbia; *Reading Motivation

A practicum report addressed the problem of lack of interest in the literacy of young readers and the need to motivate them to want to read. A cross-age peer-tutoring program was established where primary students were paired with upper intermediate grade students who displayed positive reading attitudes and habits. The tutoring pair worked together three times weekly (15 minutes each time) over the implementation period of 10 weeks. The final evaluation indicated a positive change in attitude in most beginning readers. The peer-tutoring program was implemented on a continuing basis. (Teachers' and parents' questionnaires, a letter to parents of primary students, the elementary reading attitude survey, the letter to parents of peer tutors, and a list of resource documents for the development of the peer tutoring program are attached.) (Author/RS)

ED 341 962   CS 010 837

Tighe, Mary Ann
Using Young Adult Literature To Motivate Reluctant Readers or What Do You Do when They Haven't Read Their Assignment.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Adolescents; *Literature

appropriate group activities that focused on students as individuals who needed to feel fulfilled, important, and in control of learning they would view as meaningful. Results showed that students improved their level of academic achievement in the ninth-grade English class by meeting deadlines, attending class regularly, coming to class prepared, and participating in class activities in a meaningful and attentive manner. (Twenty-seven references and an appendix containing the freshman adjustment questionnaire are attached.) (Author/SR)

ED 341 983 CS 213 139

Parents Ask about Language Learning. A Booklet of Questions and Answers. A Joint Project.
PUB DATE- Dec 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Foreign Countries; *Language Acquisition; *Parent Participation; Parent Role; Parent School Relationship; *Parent Student Relationship
IDENTIFIERS- Alberta; *Emergent Literacy

Intended to respond to parents' questions relating to their children's language learning, this booklet discusses questions organized around three themes: (1) Learning the Basics; (2) Marking Testing and Reporting; and (3) Helping Children at Home. The first section, on basics, addresses such questions as: "When will my child learn to read?"; "How important is phonics in children's reading?"; "Why are spelling, punctuation, and grammar left uncorrected in some of my child's writing?"; and "How do children get on with their own work if they spend a lot of time working in groups?" The second section responds to the comment: "My son's teacher tells me that marks don't give a complete picture of how a student is doing" and takes up such questions as "How can I know if my child is reading and writing at the right level?" and "will my child be ready for junior high?" Finally, questions in the section on helping children at home include: "I want to work with my child but I'm not sure how to do it"; "What can I do to help my daughter with her writing?"; and "What are some fun things we can do with our children to help them with their school work?"). The booklet's conclusion addresses briefly the six language learning principles on which its responses are based. A 13-item reading list is attached. (SR)

ED 341 984 CS 213 140

Saari, Hannu
Writing Curricula in Sixteen Countries: International Study in Written Composition (IEA). Research Report 42.
PUB DATE- 91
NOTE- 223p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; *Native Language Instruction; Questionnaires; *Writing (Composition); *Writing Instruction; Writing Research

composition course. Both instructors were concerned about the applicability of the "workshop" in teaching composition, and about the question of how to address authority in the workshops. Students were asked to respond to texts which dealt with the displacement of the individual from society. After 2 weeks of reading, lectures, presentations, videos, private writing, and collaborative exercises, the students undertook their first major assignment. That assignment, a critical response to one of the readings, was workshopped. Later, each student undertook a research paper stemmming from the first paper. The course concluded with more presentations, discussions, and a final essay. The two major papers were workshopped in a circle with the instructor in participation. Students read and wrote comments on classmates' papers before the workshop sessions. During the workshop, following an introduction of the papers by the authors, the instructor conducted discussions of the papers. In a final examination, students described: (1) aspects of the workshop that made them feel like displaced persons; (2) aspects of the workshop that made them feel connected to a community; and (3) how they felt about the workshop. Students described the presence of multiple voices competing in their writing: the voice of institution (discourse within established order), inclination (openness without prohibitions), and the "I" searching for a role in the game of truth. The course gave rise to a creative writing course on the fiction writer and society and an exploration of cooperative learning in creative writing. Responses were similar to those from the composition class. From this collaborative process, students gained a greater awareness of self and society, private and public writing, and authority as institution and as social construct. (SG)

ED 342 003 CS 213 182

Phillips, Jerry
Exploring Writing with Non-Academics.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the Annual Ethnography in Education Research Forum (13th, Philadelphia, PA, February 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnography; Group Discussion; Interpersonal Communication; *Peer Evaluation; Writing (Composition); *Writing Improvement; *Writing Processes
IDENTIFIERS- Writing Contexts; *Writing Patterns

Three adult males met 2 hours a week for 26 weeks in a non-academic setting to explore writing. Adult One (A-1) and Adult Two (A-2) were limestone miners and close friends. Adult Three (A-3) had some limited academic writing experience, so A-1 and A-2 thought that he knew more about what made writing effective. A-3 observed the others' writing processes, recording verbal exchanges, making field notes, and then analyzing the data. Patterns emerged in A-1 and A-2's writing. They each began with an "idea," the core of a story to be transferred through writing to an audience. Next, A-1 and A-2 used legal pads to write a first draft. The aim of a second draft was to "dress up" the initial draft. Further drafts were prepared in successive steps. In the critique stage, both writers either would search for someone to read and evaluate their work or would critique each other's work. Eventually, both writers would prepare a draft intended for the final word problem that represents the practice problem. Students can write definitions of mathematical terms in their own words to personalize the definitions. Students can prepare a written explanation of errors they make on a particular test or assignment. Each of these activities maintains a direct focus on the mathematical concept while requiring students to express themselves in writing. (RS)

ED 342 024 CS 213 216

Johannessen, Larry R.
Illumination Rounds: Teaching the Literature of the Vietnam War. Theory & Research into Practice (TRIP).
PUB DATE- 92
NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Higher Education; High Schools; *Literature Appreciation; Popular Culture; Thematic Approach; *Twentieth Century Literature; United States History; United States Literature; Vietnam Veterans; *Vietnam War

Based on the idea that the Vietnam War is highly significant as a vehicle for studying the power of language, engaging in critical thinking, and probing American values in a time of crisis, this book presents a rationale for exploring the literature that emerged from that conflict and offers a framework for exploring it. The book outlines a large array of classroom activities and assignments designed to help students inquire and form their own conclusions, and supplies extensive information on resources for teachers and students. After a section on theory and research, the book offers activities based on researching the war; teaching poetry; drama and film; personal narratives; teaching novels; and character analysis in novels. The book also includes selected and annotated resources for classroom use, a list of 59 works cited, and 25 student activity sheets. (NKA)

ED 342 025 CS 507 460

Noor Al-Deen, Hana S.
Arab-Americans and the Gulf Crisis.
PUB DATE- Apr 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern States Communication Association (61st, Tampa, FL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Arabs; Communication Problems; Communication Research; Content Analysis; Elementary Secondary Education; *Ethnic Bias; Ethnic Discrimination; *Ethnic Stereotypes; Hostility; Language Role; North Americans; Research Needs; *Student Behavior
IDENTIFIERS- Communication Behavior; Gulf War; Verbal Abuse

A study examined the sentiment and impact of different types, channels, and forms of aggression against the Arab-American community during the Gulf Crisis. Data were selected from entries in the 1990 Anti-Arab Discrimination and Hate Crimes Log of the American-Arab Anti-Discrimination (ADC) National Office. Results show that there were 129 acts of aggression vented against Arab-Americans during the first four months of

*Legislators; Mass Media Role; Media Research
IDENTIFIERS- *Federal Communications Commission; *Intergovernmental Relations; Reagan (Ronald)

The Federal Communications Commission (FCC) of the late 1980s appeared to pursue its own agenda of broadcast deregulation, notwithstanding congressional pressures. The apparent power shift is evident in a case study of the interactions between Congress and the FCC on the subject of children's television. In the early 1970s, the FCC tended to accede to Congress and other regulatory players with regard to children's television. In the second half of the decade, too, Congress used oversight, subcommittee, and appropriations hearings to let the FCC know where it stood on broadcast policy and the FCC generally complied with Congress' regulatory goals. In the deregulatory mood of the early 1980s, the children's television issue was assigned a low priority at the FCC. In Congress, Democrats fought for greater regulation, and continued to do so through the decade. Lawmakers criticized the FCC for failing to pursue the matter. Efforts to increase television regulation either died in congressional committee or were vetoed by President Reagan. The FCC's alliance with the President allowed the commission to ignore pro-regulatory moves from Congress, the courts, and citizens' groups alike. Since President Bush took office, Congress has approved limits on the commercialization of children's television and the FCC has supported such moves. (Sixty-nine endnotes are included.) (SG)

ED 342 044 CS 507 740

Klinger-Vartabedian, Laurel; Cregan, Lori
Small Town Tales: Endemic Performance in Rural America.
PUB DATE- 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Communication Research; *Community Influence; *Folk Culture; *Local History; Rural Sociology; *Story Telling
IDENTIFIERS- Communication Patterns; Kansas; *Oral Tradition; *Small Towns

Storytelling is a performance medium which is enhanced by the qualities indigenous to small towns: collective memory and common history. A type of narrative peculiar to small towns, the community-wide anecdote, is one example of storytelling. The transmittal of such tales is termed "endemic performance" because the retelling of the tales could only occur in a particular type of society. It is a medium which is not easily duplicated in a more complex and mobile urban setting. Two examples of community wide anecdotes from Kansas towns serve as case studies and provide evidence that the narratives do exist and have been perpetuated. One of the tales recounts the mass illness that followed a 1940 church supper; the other story immortalizes a 1961 bomb hoax. As the stories demonstrate, the form and function of the oral tradition is alive and well in small town tales. Further research should examine thematic elements in these stories. Such studies, if interdisciplinary in nature, can provide insights from literary, communication, and sociological perspectives. (Fifteen footnotes are included.) (SG)

ED 342 045 CS 507 741

nation. First, must there be a system of accountability to ensure that children who participate receive an adequate education? The choice program does not require that schools abide by the statutory minimum public school standards. Second, must all the students' individual rights be ensured? In the area of education of handicapped children, the County Circuit Court judge held that participating choice schools should not be obligated to provide an appropriate education for handicapped students who wish to participate. Finally, but foremost, if the answers to the first two questions are no, can choice programs square with the notion of public schooling traditionally held in the United States? (35 notes) (MLF)

ED 342 063 EA 023 591

Katz, Malcolm; Kimbrough, Ralph B.
Administrative Needs Assessment in Georgia: Summary, Trends, and State Policy Relationships.
SPONS. AGENCY- Georgia Educational Leadership Academy.
PUB DATE- Feb 91
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Problems; Elementary Secondary Education; *Leadership Training; *Needs Assessment; *Principals; Staff Development; *Superintendents
IDENTIFIERS- Georgia

From 1985 through 1989, studies were made annually of the administrative needs of school leaders in Georgia. This document functions as a guide for the Georgia Education Leadership Academy, as it looks ahead to the future of staff development for Georgia's school leaders. In 1985-87 and 1989, superintendents were asked to rate 61 common administrative task areas, according to the level of need in their own school systems. For two of these years, 1987 and 1989, the same information was sought in separate surveys of Georgia's school principals concerning needs of their own schools. Staff development coordinators were surveyed as to the needs of their school systems in 1988. During that same year, a special followup study of superintendents and principals probed more deeply into the 10 highest-ranked needs of superintendents and principals. The results of the study are broken into five sections: (1) Superintendents, Trends in Needs, 1985-1989; (2) Principals, Trends in Needs, 1987 and 1989; (3) State Policy and Administrators' Needs; (4) Relationships Between Needs and Selected Variables: Size/Socioeconomic Status, Cost Per Child, and Region of State; and (5) The 1988 Studies: Special Inquiries as to Administrative Needs as Perceived by Staff Development Coordinators, Georgia Superintendents Identifying Their Most Troublesome Administrative Problems, and Georgia Principals Identify Their Most Troublesome Administrative Problems. Eight tables are appended. (LAP)

ED 342 064 EA 023 596

Minor, Jacqueline K.; Minor, Vern B.
Risk Management in Schools: A Guide to Minimizing Liability.
PUB DATE- Sep 91
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

resource-based communities had concerns about the appropriateness of this alternative. There were very few examples of coping strategies based on cooperation between two or more school systems. Although the program delivery change has been incremental, secondary schools will continue to be a prominent part of Ontario's educational system. Recommendations for strengthening program delivery conclude this report. (129 references) (LAP)

ED 342 084 EA 023 672

Anderson, Stephen; Stiegelbauer, Suzanne
Project Excellence: A Case Study of a Student-Centred Secondary School.
PUB DATE- 90
NOTE- 313p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Curriculum Development; Foreign Countries; *Individualized Instruction; *Program Effectiveness; Secondary Education; *Student Role; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Ontario

This report presents a case study evaluation of a mastery system of individualized instruction called Project Excellence at Ecole Secondaire Cochrane High School, Ontario. The curriculum consists of 20-unit learning guides in all courses. Students work in subject area resource centers and consult with teachers as needed. Teachers act as consultants and developers for particular courses and as advisors to groups of 12 to 15 students. Students progress at their own rate and organize their own timetables. The focus of the evaluation covers project design and the process used to initiate, develop, implement, and maintain the project. The report concludes that a short (9-month) timeline for development hindered the initial adjustment to the system for teachers and students. The support system for early implementation, however, was highly effective. Average marks for students increased 15 to 20 percent in all subjects, grades, and levels. Teachers are highly satisfied with their new roles and the outcomes for students. With enough start-up time and support from all participating groups, this system could be replicated as an alternative high school in other school boards across the province. (18 references) (Author/LAP)

ED 342 085 EA 023 673

McLaughlin, Milbrey Wallin
The RAND Change Agent Study Ten Years Later: Macro Perspectives and Micro Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 27p.; Paper based on address given at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-30, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Innovation; *Educational Policy; Elementary Secondary Education; *Federal Programs; National Programs; *Policy Formation; *Program Implementation

Benefits and State Economies," which is accompanied by several state and regional comparison tables, examines the relationship among state and local economies, government budgets, and the affordability and security of educators' benefits. The third report, "Educators' Benefits and the National Economy," examines the impact of the national economy and federal policies on educators' benefits. The findings of these reports suggest several issues for educators' consideration in evaluating the security and adequacy of their benefits, including inflation protection in retirement plans, retirement plan funding, investment of plan assets, and employee and retiree health care coverage. (MLH)

ED 342 105 EA 023 717

State Education Reform in the 1980s. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; *Program Evaluation; *State Action; *Theory Practice Relationship
IDENTIFIERS- *Arizona; *California; Florida; Georgia; Minnesota; Pennsylvania

In 1986, the Center for Policy Research in Education began a 5-year study of the implementation and effects of state education reforms in six states chosen for their diverse approaches: Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania. This issue contains material from an earlier CPRE report providing an interim assessment of 1980s reforms. Five conclusions may be drawn about state policy-making activity: (1) the highest level of state activity involved mandating more academic courses and changing teacher certification and compensation policies; (2) states tended to reject complex reform recommendations in favor of more manageable ones; (3) most state reform packages lacked coherence; (4) states exhibited no clear directional shift from the first reform wave to the second; and (5) economic expansion, although crucial to reform, was not the sole causal factor. There was little school district resistance to reforms increasing academic content. School districts carried out much of the restructuring agenda; some districts were actively using state policies to promote local priorities. States have been only modestly successful at achieving the educational goals expressed in "A Nation at Risk." The 1980s reform policies are first steps in a long-term process. CPRE recommends that schools find the best mix of state standard-setting and local creativity; match policies to problems; and coordinate reform policies. (11 references) (MLH)

ED 342 106 EA 023 718

Programs for Young Children: State Policy Options. CPRE Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 9p.; This issue is based on the research report, "Young Children Face the States: Issues and Options for Early Childhood Programs," (ED 284 681).
LANGUAGE- English

at each school. The study examined the relationships among five constructs of school restructuring: out-of-school and in-school processes; organizational and student outcomes; and school leadership. School leadership was operationally defined by transformational and transactional concepts. Findings indicate that: (1) the transformational dimension of school leadership had significant direct effects on in-school processes; and (2) out-of school processes, especially the community, had even greater direct effects on in-school processes than did school leadership. A conclusion is that the concept of transformational leadership is a useful image for understanding the role of principals in postbureaucratic organizations. Five figures are included. (54 references) (LMI)

ED 342 127 EA 023 758

Fullan, Michael G.
What's Worth Fighting for in the Principalship? Strategies for Taking Charge in the Elementary School Principalship.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 61p.; The author was commissioned by the Ontario Public School Teachers' Federation (OPSTF) to prepare this report in 1988. The Regional Laboratory for Educational Improvement of the Northeast and Islands (RLEINI) reprinted the report in 1991, with sponsorship from the Office of Educational Research and Improvement (OERI).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Characteristics; *Administrator Responsibility; *Administrator Role; Elementary Education; Instructional Leadership; Leadership; *Leadership Qualities; *Organizational Change; *Principals
IDENTIFIERS- *Canada

The premise of this book about the new role of the principalship is that the educational system fosters principals' dependency. Effective school administration is based on empowerment and collaboration. This book examines the problem of dependency and how to overcome it. Section 1 describes the nonrational world of the principal, challenges to the principalship, and changes in the principal's role. Conservative practices that limit principals' success and reinforce dependency are identified. The theme of the second section, "New Conceptions of the Principalship," is that the present system is not working. Essential concepts and qualities of the new principal are outlined. Action guidelines for three parts of the problem are offered in section 3: (1) advice to incumbent principals on "what's worth fighting for"; (2) suggestions for school boards and system administrators; and (3) ideas for fostering the central role of perpetual learning. (38 references) (LMI)

ED 342 128 EA 023 759

Fullan, Michael G.; Hargreaves, Andy
What's Worth Fighting For? Working Together for Your School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Ontario Public School Teachers' Federation, Toronto.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Awareness; Career Education; Career Exploration; *Disabilities; High Schools; *High School Students; *Learning Activities; *Special Education; Special Education Teachers; *Teacher Recruitment
IDENTIFIERS- *Council for Exceptional Children

The purpose of this guide is to assist chapters of the Council for Exceptional Children (CEC) and other groups of special educators to plan, design, and implement community activities that increase awareness of high school students about career possibilities within special education and provide information about how to pursue a career in the special education profession. The guide describes activities designed to introduce students to the rewards of working with children who have disabilities and to provide information about the special education profession. Suggested activities include: career awareness day, work days, teacher preparation awareness day, field trips, recreation programs involving exceptional individuals, attending a dance or other social event with students with disabilities, serving as student aides, providing child care, companion or respite services, the buddy system, and using media. The second section of the guide offers descriptions of activities carried out by CEC high school clubs, including: future teacher institute, Young Educators Society, magnet schools, future educators clubs, peer tutoring, Best Buddies of America, and a peer helping special friendship club. Appendices describe the use of poster sessions and video in career awareness activities. (JDD)

ED 342 147 EC 300 906

Nelson, C. Michael; Pearson, Cheryll A.
Integrating Services for Children and Youth with Emotional and Behavioral Disorders. Current Issues in Special Education No. 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 213p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Child Advocacy; Court Litigation; Definitions; *Delivery Systems; Demography; Demonstration Programs; Educational Planning; Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Family Programs; Financial Support; Legislation; Mental Health Programs; Models; Policy Formation; *Program Development; Program Evaluation; Program Implementation
IDENTIFIERS- Alaska; California; Kentucky

This book is intended to provide an information base for policy and program planners developing collaborative interagency programs for children and youth with emotional and behavioral disorders (EBD). Its focus is on the multiagency planning and services required by such children and their families. Guidelines for program development are presented as well as program models, research data, and suggested resources. Chapter 1 presents a rationale for interagency services to EBD children and youth based on child and family demographics and the

Praise" are described. Intervention strategies used when problems do happen are then discussed, including planned ignoring, restitution, reprimands, re-directing, stating the rules, spanking, time-out, contingent observation time-out, and instructional consistency. Appendices contain a daily schedule of preschool activities for students with disabilities and various administrative forms. (JDD)

ED 342 166 EC 300 925

Common Ground: A Series of Essays for Professionals and Families Who Unite To Help Young Children with Special Needs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 90
NOTE- 83p.; A product of the CO-TEACH Preschool Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; Cooperative Planning; *Disabilities; Early Childhood Education; *Early Intervention; Interpersonal Relationship; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Teacher Cooperation; Specialists; *Teamwork; Young Children

This compilation of essays and resources focuses on acceptance of children with disabilities and cooperation between parents and early intervention specialists. The compilation includes the following items written by Jan Spiegle-Mariska (sometimes cited as Jan Mariska): "Building Effective Parent/Professional Partnerships"; "What Parents Want from Early Intervention Professionals"; "What Parents Valued Most from Early Intervention Professionals"; "A Mom's Perspective on Early Intervention"; "The Risk of Divorce: What Parents Can Do To Help Themselves"; "When I Felt Really Bad, I Read a Book..." (cites inspirational quotations from numerous authors); "Skyriding" (a poem); and "Suggested Readings for Professionals and Families Seeking To Form Effective Partnerships." The guide also includes "Welcome to Holland" by Emily Perl Kingsley and "Acceptance Is Only the First Battle: How Some Parents of Young Handicapped Children Have Coped with Common Problems," a 43-page booklet by Susan Duffy and others that discusses advocacy, support groups, parent-professional relationships, and conflicting professional advice. The compilation concludes with a list of materials available from the CO-TEACH Preschool Program. (JDD)

ED 342 167 EC 300 926

Nishioka-Evans, Vicki; And Others
Budgeting Skills: Functional Living Skills for Adolescents and Adults with Mild and Moderate Disabilities.
PUB DATE- 90
NOTE- 138p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Budgeting; *Daily Living Skills;

magazines and articles, and five organizations. An index (by format) and an order form are provided. (DB)

ED 342 186 EC 300 945

Kendall, Robbie M.
Unique Educational Needs of Learners with Physical and Other Health Impairments.
PUB DATE- Apr 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Assistive Devices (for Disabled); Daily Living Skills; Definitions; Diseases; *Educational Needs; Elementary Secondary Education; Federal Legislation; Handicap Identification; Intervention; *Physical Disabilities; Pupil Personnel Services; Self Care Skills; *Special Education; *Special Health Problems; State Standards; Student Development; *Student Educational Objectives

This monograph addresses the educational needs of learners who have physical and health impairments that adversely interfere with their educational performance and who thus require special training, related services, adaptive equipment, modified materials, and/or barrier free facilities. The first section discusses the identification of learners with physical and health impairments and cites federal legislation and state definitions and standards. The next section reviews common physical and health impairments of school age children. It differentiates the terms, "handicap", "disability", and "impairment" and describes specific conditions such as orthopedic impairment, neurological impairment, spina bifida, multiple sclerosis, cerebral palsy, paralysis, muscular dystrophy, scoliosis, arthritis, diabetes, asthma, hemophilia, trauma, Acquired Immune Deficiency Syndrome, and prenatal exposure to alcohol and drugs. The following section identifies 20 specialized needs of this population. Student needs include academic needs, a specialized curriculum, self help skills, appropriate adaptive devices, psychological support, mobility, transportation, physical education and recreation, prevocational and vocational preparation, and transitional skills. Also identified are needs of the school system including the need for trained educational personnel, early identification and intervention, related services, flexible scheduling, program standards and modifications, a continuum of special education services, facility modifications, medical supervision, parent support and training, and information, equipment, and trained personnel in technological advances. (47 references) (DB)

ED 342 187 EC 300 946

Miles, M.
Mental Handicap Services: Development Trends in Pakistan. Report of a Survey.
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); Agencies; Attitudes;

personal assistance are particularly of relevance for people with mental retardation?" (such as user definition and determination of services, the person with a disability as expert, personal determination and family empowerment, and informal or paid services); "What are issues that are not currently well addressed in personal assistance designs?" (includes common flaws in existing personal assistance services and the importance of personal assistance and decision-making support); "What about the issue of entitlement or case subsidies for people who need assistance with decision making?"; "What are some fears of professionals and advocates in the field of developmental disabilities?" (considers the fight over who knows what is best for people with mental retardation, integration of people with mental retardation into an inadequate service system, and rights versus mutuality); and "Where can we go from here?" (DB)

ED 342 204 EC 301 044

Wagner, Mary
Being Female--A Secondary Disability? Gender Differences in the Transition Experiences of Young People with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 92
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Education Work Relationship; Employment; *Females; Followup Studies; Friendship; Graduate Surveys; Interviews; Longitudinal Studies; Marriage; Mothers; Outcomes of Education; Secondary Education; *Sex Bias; *Sex Differences; Vocational Education; Wages
IDENTIFIERS- *Impairment Severity; National Longitudinal Transition Study Spec Educ

This paper synthesizes findings from the National Longitudinal Transition Study (NLTS) of Special Education Students concerning differences in the secondary educational and postschool experiences of male and female young people. NLTS provided data on more than 8,000 youths who received special education in secondary schools in the 1985-86 school year and results of followup telephone interviews in 1987 and 1990. Young women with disabilities differed from males in that they reported significantly lower involvement in activities outside the home especially in employment. They also differed from non-disabled females in showing low employment rates and lack of increased employment over time. Other differences between women and men with disabilities include the women's lower rate of full time employment and lower wages with the gaps widening with time out of school. In other areas women were less engaged in other productive activities outside the home, less likely to belong to organized groups or to see friends socially. Findings also suggested three factors contributing to these gender differences in post-school outcomes: (1) females in secondary special education tended to be more seriously impaired; (2) females were less likely to take occupationally specific vocational training in secondary school; and (3) the females were more likely to marry and become mothers soon after school than females in the general population. Numerous tables present the study's findings in detail. Two appendixes conclude the

Grecia: Nivel IV. Basado en el curso de estudios sociales de Montgomery County Public Schools. (Greece. Level 6. Based on the Montgomery County Public Schools Social Studies Program).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 89
NOTE- 107p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Class Activities; *FLES; Foreign Countries; Grade 6; *Immersion Programs; Intermediate Grades; Second Language Learning; *Social Studies; *Spanish; *Units of Study; Vocabulary
IDENTIFIERS- *Greece

This curriculum unit, developed by the Montgomery County Public Schools, Maryland, was designed for use in an elementary level foreign language immersion program. It is geared toward the sixth grade social studies classroom. The unit includes instructional and performance objectives, necessary vocabulary lists, optional language structure sections, activities lists, evaluation suggestions and worksheets. The unit focuses on Greece, considering its geography and climate, and placing special emphasis on Ancient Greece (arts, religion, political organization, economy). With the exception of the instructional objectives, the unit is written in Spanish. (SR)

ED 342 226 FL 019 824

Hablamos Espanol! An Elementary Foreign Language Summer School Program, Grades K-8. A Guide for Teachers.
PUB DATE- 88
NOTE- 330p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; FLES; *Immersion Programs; Lesson Plans; Program Descriptions; Second Language Instruction; *Second Language Programs; *Spanish; *Summer Programs; Teaching Guides; Visual Aids; Vocabulary

This teacher's guide accompanies a program designed as an introduction to Spanish as a second language in a daily, 4-hour elementary summer school program of 4 weeks in duration. The program is described as an activity-oriented, communication-based elementary foreign language immersion program. Detailed plans are provided for the first three weeks, with the fourth week reserved for review and culminating activities. The lessons are designed to be adaptable to other elementary foreign language programs of varying duration. The guide includes a description of the program; a vocabulary section; suggested daily activities; a basic materials list; and five appendices which constitute the greater part of the document. The five appendices consist of: (1) activity sheets; (2) visual aids; (3) suggestions for cultural activities; (4) two stories with accompanying illustrations; and (5) word search and crossword puzzle activities. (SR)

ED 342 227 FL 019 825

Gullickson, Rita; And Others
First, Second, and Third Grade Spelling--Spanish Language Arts.
PUB DATE- Jun 83
NOTE- 157p.

*Reading Instruction; Teaching Methods
IDENTIFIERS- Tennessee; *Workplace Literacy

An intensive industry immersion program of reading and mathematics was conducted in Spring 1989 for employees at Valley Products, Inc., in a cooperative venture by the Literacy Foundation, Memphis, the Memphis City Schools Adult Education Program, and the company. Employee participants were assessed with the San Diego Quick Assessment Test to determine individual reading instructional levels. Mathematics levels were determined using the Memphis City Schools Mathematics Placement Form. Eleven participants were selected for the first session; their reading grade-level scores ranged from 4.0 to 8.0 with an average of 6.2, and their mathematics grade-level scores ranged from 1.8 to 7.5 with an average of 4.3. After intensive immersion in reading and mathematics, participants showed significant gains ranging from 1.2 to 3.4 grade levels in reading and 0.2 to 3.0 grade levels in mathematics. However, these increases should be viewed with caution, because the participants may have once had these skills but lost them over time. Another group of 11 employees received training in a second session. Their results were parallel to those of the first group, although they started at a higher level and moved more quickly. Students were very pleased with the program, and some said they planned to continue their education. (The bulk of the document consists of appendices containing handwritten student evaluations and responses and project forms.) (KC)

ED 341 767 CE 059 073

Ford, G. W.
Innovations in Post-School Skill Formation Markets.
PUB DATE- Jun 89
NOTE- 99p.; Paper presented at the U.S./OECD Seminar on Technological Change and Human Resource Development (Washington, DC, June 14-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business Administration; Economic Development; *Employment Practices; Foreign Countries; Futures (of Society); *Human Resources; *Organizational Development; Postsecondary Education; Retraining; *Skill Development; Staff Development; *Systems Approach; Systems Development; *Technological Advancement; Transparencies

Data gathered in theoretical and field studies on human resources development carried out by international and national teams and through site visits were analyzed to show developing themes and issues in human resources, particularly in the area of skills development. Some of the issues and themes that will have an impact on the future of skills development include the following: (1) dynamic, interdependent processes are involved in concurrent changes, particularly those affecting skill formation; (2) continuous on-the-job learning and recurrent off-the-job learning are needed; (3) the concept of skill formation integrates the traditional concepts of education and training; (4) innovations in the workplace are occurring to meet the demands of dynamically changing pressures of the marketplace; (5) there are cross-cultural demands for new individual and organizational behavior, such as adaptability and flexibility, commitment and competence, cooperation and competition, and accountability and responsiveness; and (6) successful enterprises are changing technologies to emphasize quality in production, adaptation, communication, and a high quality

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Articulation (Education); Community Colleges; Curriculum Design; Dislocated Workers; Job Search Methods; Labor Market; Mathematics Skills; Physics; Program Implementation; *Retraining; Semiconductor Devices; Services; *Technological Advancement; *Technological Literacy; Training Methods; Two Year Colleges
IDENTIFIERS- *Principles of Technology; *Tech Prep

This document is a series of transparency masters divided into four sections on three types of transformation programs: technical literacy training, retraining for technology, and tech prep programs. The first section includes the following: transformations development; retraining workers for technology; elements of transformations program; Lorain County (Ohio) Community College's transformations curriculum; applied mathematics units for year one and two; 14 units that form the foundation for principles of technology (PT); comparison of PT and physics test results; applied math scores from Greene County (North Carolina); workshop agenda for "Developing the Outstanding Worker"; and a newspaper advertisement. Section 2, transformations for employed workers, outlines transformations at Boise State University (Idaho) and a semiconductor manufacturing technology curriculum. Section 3, transformations as a tech prep bridge program, includes the following: what is required to teach advanced skills in tech prep/associate degree programs; how does a bridge program fit into a tech prep curriculum; and transformations--the bridge program for adults entering advanced skills training. Section 4 lists the following implementation considerations: essential elements of the transformations program; student selection; quality of training; avoidance of labor market oversaturation; cost estimate; student support services; program staff; job search assistance activities; and sequencing curriculum offerings. (NLA)

ED 341 786 CE 060 237

Fortney, Clarence; Gregory, Mike
Oxyacetylene Welding and Cutting. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 259p.; For a related curriculum guide, see CE 060 238.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Curriculum Guides; *Metal Working; Occupational Safety and Health; Postsecondary Education; Secondary Education; Skilled Occupations; *Welding
IDENTIFIERS- *Brazing

This color-coded competency-based teacher guide contains three units: (1) oxyacetylene welding; (2) oxyacetylene cutting; and (3) oxyacetylene braze welding and surfacing. Each unit includes the following: objective sheet--unit and specific objectives; suggested activities/instructional plan--preparation, delivery and application, evaluation, teaching suggestions, resources used in developing this unit, suggested supplemental resources, suggested activities, and instructions for evaluating student performance; answers to written test; written test; unit evaluation form; teacher supplement;

*Student Evaluation; Student Experience; Student Placement; Work Experience

In a society characterized by change, people are faced with many opportunities to acquire practical knowledge outside the traditional environment of academic institutions using the same basic evaluation criteria and guarantee the validity and reliability of assessment. A prior learning assessment (PLA) program has the following economic benefits: it attracts a newly motivated adult clientele to return to school; it builds on what they already know; and it fills the enrollment gap left by a decreasing younger population. The ideological principles of justice and equity, ethics and morals, and responsibility are putting serious pressure on academic institutions to assess prior learning using the same basic evaluation criteria and to guarantee the validity and reliability of assessment. To apply these principles, four steps are required in a sound and valid PLA program: (1) program planning by administrators; (2) identification of student learning by a counselor; (3) assessment of learning by professors; and (4) accreditation by administrators. Faced with constant change, colleges and universities must modify their mandate and assess what has been learned outside their supervision. (10 references) (YLB)

ED 341 805 CE 060 283

Pfau, Richard H.
Job Instruction Training.
PUB DATE- Sep 88
NOTE- 14p.; Paper presented at the On-the-Job Training Symposium of the Association of Training and Development Officers (Gaborone, Botswana, September 5-7, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Developing Nations; Foreign Countries; *Industrial Training; *Inplant Programs; Labor Force Development; *On the Job Training; *Peer Teaching; Staff Development; *Trade and Industrial Education
IDENTIFIERS- Botswana; *Job Instruction Training

Job Instruction Training (JIT) is a step-by-step, relatively simple technique used to train employees on the job. It is especially suitable for teaching manual skills or procedures; the trainer is usually an employee's supervisor but can be a co-worker. The JIT technique consists of a series of steps that a supervisor or other instructor follows when teaching an employee to do something. As adapted for use in Botswana, the steps consist of the following: (1) get ready to instruct; (2) prepare the learner; (3) present the learning; (4) try out learner performance; and (5) follow up. The steps are often summarized and printed on a small card that can be put in a worker's wallet or pocket. The worker can refer to the card when preparing to instruct or when instructing another employee. The Institute of Development Management has found that 10 hours spread over 4 or 5 days are needed to teach and learn this skill in Botswana. On-the-job training workshops typically devote 3 hours to job analysis, 3 hours to introducing the JIT approach, and 4 hours to practice and feedback. Additional time is given to other training techniques and affecting change towards use of these techniques. (12 references) (YLB)

*Course Content; *Eating Habits; Educational Attainment; Females; High Schools; Home Economics Education; *Home Economics Teachers; Nutrition; Physical Health; Self Esteem; Stress Management; Teaching Experience; Teaching Methods
IDENTIFIERS- *Eating Disorders

A study was designed to determine the following: (1) if concepts associated with eating disorders are being addressed in home economics courses; (2) through what context the concepts are presented; and (3) if the following variables affect whether, with which emphasis, and in what context the teacher presents concepts--having previous personal and/or academic experiences, the number of years of teaching experience, and teacher's level of educational attainment. From a stratified random sample of 368 home economics teachers, 266 completed a questionnaire containing demographic information and eating disorder concepts. Most teachers included these topics in their classroom teaching. Having previous personal and/or academic experiences increased the likelihood that a teacher would address the concepts with greater emphasis as well as increased the ability to recognize a student with an eating disorder. The variable most likely to affect variety in context of presentation was previous academic experience. Teacher's level of educational attainment had no effect on emphasis or context of concept presentation. (NLA)

ED 341 825 CE 060 317

Kellogg, Bill
Adjunct Professors in Agricultural Education.
PUB DATE- Dec 91
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; *Agricultural Education; Cooperative Programs; Higher Education; High Schools; Institutional Cooperation; *Preservice Teacher Education; *Secondary School Teachers; *Teacher Education Programs; *Teacher Educators; Vocational Education
IDENTIFIERS- *California Polytechnic State University

High school agriculture instructors have served as adjunct professors in the California Polytechnic State University agricultural education department for the past 5 years. The adjuncts use release time from their high school district to contribute up to 5 days' service in the university program. The program helps the university to establish collaboration with area high schools and to prepare agriculture education graduates to teach. Adjunct professors have the following duties: (1) team teach university-based and field-based professional education classes, methods classes, or other classes with a faculty member; (2) aid in supervising student teachers; (3) lead student workshops; (4) participate in a student teacher tour; (5) assist in screening students for the program; and (6) serve as resource persons for faculty and students. Appointments as adjunct professors are offered to outstanding high school teachers; they receive stipends and expense reimbursement. Although the adjuncts are usually veteran teachers, young teachers may also serve. The program is funded as a model program by the California State university system. The program has been enthusiastically received by students, faculty, and the appointed high school teachers. The department faculty members become more knowledgeable about high nonverbal behavior; such training can contribute to less gender-biased schools. (Appendixes include 20 references and 4 data tables.) (Author/YLB)

ED 341 843 CE 060 363

Plumer, Mary; Thompson, Nona L.
ABC's of the World of Work in Maine.
PUB DATE- Aug 90
NOTE- 160p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; *Career Education; Competency Based Education; Decision Making; Economic Factors; *Education Work Relationship; Elementary Education; Employment Potential; Job Skills; Learning Activities; *Occupational Information; Parent Participation; School Community Relationship; Self Concept; Student Attitudes; Student Educational Objectives

This curriculum guide, the initial component in a comprehensive career information delivery system, integrates the delivery of career information with career education concepts. The curriculum guide provides teachers with activities and ideas for classroom use on the following topics: the eight elements of career education; involving parents in career education; using community resources effectively; using the "ABC" posters--kindergarten through second-grade activities, grades 3 and 4 activities, and grades 5 and 6 activities; and additional elementary resources. The eight elements of career education are as follows: appreciation and attitudes; beginning competencies; career awareness; decision making; economic awareness; educational awareness; employability skills; and self-awareness. Two appendices are included: the ABC's and occupational classification systems; and words and phrases in the world of work. The document also contains 26 "ABC" posters that depict 74 occupations. The front of each poster presents an artistic depiction of one or more occupations. The back of the poster contains photographs of actual workers and a brief description of typical job duties. (NLA)

ED 341 844 CE 060 364

Ferber, Marianne A., Ed.; And Others
Work and Family. Policies for a Changing Work Force.
PUB DATE- 91
NOTE- 279p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Children; Adult Day Care; Career Education; *Dual Career Family; Employed Parents; Employee Assistance Programs; Employer Employee Relationship; Employer Supported Day Care; Employment Patterns; *Employment Practices; Family Caregivers; Family Involvement; *Family Life; Family Role; *Family Structure; Flexible Working Hours; *Fringe Benefits; Labor Force; Older Adults; Personnel Management; *Personnel Policy
IDENTIFIERS- *Family Work Relationship

This book reviews changes in work and family structures and their effects on worker productivity and employer practices. The first two chapters introduce the topic and trace the history of professionals. Two major issues for 1991 are to strengthen support services and improve the integration between school and work experience. (YLB)

ED 341 862 CE 060 404

Udagama, Premadasa, Ed.
Adult Education in the 90s: Unity in Diversity.
PUB DATE- Dec 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *Adult Literacy; Community Education; Cultural Pluralism; Foreign Countries; Government Role; Group Unity; *Lifelong Learning; Role of Education; Values
IDENTIFIERS- *Asia Pacific Region; China; Fiji; Laos; Philiopines; South Pacific

This issue of the Asian-South Pacific Bureau of Adult Education (ASPBAE) Courier contains the following contributions related to the theme of unity in the diversity of interests and approaches to adult/informal education: "Unity in Diversity--The Future of Adult Education in Asia and the South-Pacific Region" (Rajesh Tandon); "Notes on a Theme" (Chia Mun-Onn); "A Brief Review of Adult Education in Asia Today" (Lim Hoy Pick); "Community Education in Promoting Peace and Justice" (A. T. Ariyaratne); "Development-Oriented Adult Education and Life-Long Learning" (Heribert Hinzen); "Government/NGO (Nongovernmental Organization) Relations--Focus on the Philippines" (Horacio Morales, Jr.); "Education and Development--Cause for Concern in the Lao PDR (People's Democratic Republic)" (Somsak J.); "Old Values and New Paradigm in Adult Education" (Chris Duke); "Elimination of Illiteracy in China by the Year 2000" (Guan Shixiong); "An Open Letter to All Adult Educators" (Usa Duongsaa); and "An Emerging Adult Literacy Prospect for Fiji" (Adele Jones). (NLA)

ED 341 863 CE 060 406

Fear-Fenn, Marcia; Kapostasy, Kathy Karako
Math Science Technology = Vocational Preparation for Girls: A Difficult Equation to Balance.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- *Course Selection (Students); Decision Making; Elementary Secondary Education; Enrollment Influences; *Females; *Mathematics Anxiety; Mathematics Education; Nontraditional Occupations; Relevance (Education); School Phobia; Science Education; Science Interests; *Sex Fairness; Sex Stereotypes; Student Interests; Student Motivation; Student Participation; Technology; *Vocational Education; *Womens Education
IDENTIFIERS- *Science Anxiety

Females are underrepresented in courses in mathematics, science, and computer and other high technology applications. Research in the last decade has identified a variety of factors that contribute to females' lack of participation in math, science, and technology. These factors include, but are not limited to,

NOTE- 343p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060), Collected Works - General (020)
DESCRIPTORS- Biographies; *Counselors; *Interviews; Professional Development; *Trend Analysis

This book presents 46 articles reprinted from the Journal of Counseling and Development (formerly The Personnel and Guidance Journal) from two series: "Pioneers in Guidance" and "Life Lines: Interviews with Pioneers in Counseling and Development." The stated purpose of the book is to document the personal and professional lives of early pioneers whose work has shaped the counseling profession, whose writings have affected the thinking of others, and whose histories reflect the development of the profession. The book is organized into eight sections. The first six sections consist of individual interviews with pioneers, grouped into six themes: career planning, measurement, theorists, scholars and practitioners, women and minorities, and administrators. The seventh section highlights four educational programs that have played a major role in pioneering the training of counselors and counseling psychologists. In the eighth section the articles and themes that appear among some of the interviews are examined, especially in regard to significant events that influenced the pioneers' development, and the pioneers' comments and observations about training. (ABL)

ED 341 882 CG 023 977

22nd Annual Survey of High Achievers: Attitudes and Opinions from the Nation's High Achieving Teens.
PUB DATE- 91
NOTE- 189p.; For 21st annual survey, see ED 328 171.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *High Achievement; High Schools; High School Seniors; *High School Students; *Leaders; National Surveys; *Student Attitudes

This study surveyed high school students (N=1,879) who were student leaders or high achievers in the spring of 1991 for the purpose of determining their attitudes. Students were members of the junior or senior high school class during the 1990-91 academic year and were selected for recognition by their principals or guidance counselors, other faculty members, national youth organizations, or the publishing company because of their high achievement in academics, activities, community service, athletics, or their performance in national scholarship or award contests. Statistical results from the study are presented in these areas: demographics; education; employment/spending money; college plans; careers and lifestyles; global economy; environment/politics; hero/heroine for 90s/Persian Gulf War/Armed Forces; suicide; dating/marriage; Acquired Immune Deficiency Syndrome; sexual issues; abortion; drugs/alcohol/tobacco; date rape; death penalty; and gun control. (ABL)

ED 341 883 CG 023 978

Holcomb, Thomas F.; Latto, Lowell D.
Kentucky's Experimental Elementary Counselor Program: Results and Recommendations for Marketing Exemplary Practices To Meet KERA

behavior. (LLL)

ED 341 903 CG 023 998

Newman, Ian M.; And Others
Teaching Students To Resist Pressures To Drink and Drive: Second Year Evaluation, Social Studies Classes. Prevention Center Papers. Technical Report No. 16.
SPONS. AGENCY- Health Education, Inc.; Nebraska State Dept. of Motor Vehicles, Lincoln. Office of Highway Safety.; Omaha Public Schools, Nebr.
PUB DATE- Oct 87
NOTE- 22p.; For related documents, see CG 023 997-CG 024 000.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Change; Behavior Patterns; *Drinking; *Driving While Intoxicated; *Grade 9; Junior High Schools; *Prevention; Program Effectiveness; Secondary School Students; Social Studies; Videotape Recordings
IDENTIFIERS- Driving

During the 1983-1985 academic years, the Nebraska Prevention Center for Alcohol and Drug Abuse cooperated with the Omaha Public Schools to assess the effects of the videotape-based educational program "Resisting Pressures to Drink and Drive." This report is based upon curriculum activities of the 1983-1984 academic year and presents an assessment of the long-term effects of those activities in 1985. This educational program was presented in 51 Social Studies classrooms. The research project described in this report addresses the critical problem of high rates of alcohol-related automobile accidents involving adolescents. In response to this ongoing situation, a videotape-based curriculum was developed to help ninth grade students resist pressures to drink; drink and drive; and ride with a driver who had been drinking. The curriculum was targeted at 9th-grade students since education on these topics is relevant to students who are about to reach legal driving age and who also have relatively easy access to alcohol. As in the first year evaluation, the data were aggregated and analyzed by classroom. Curricula based on the principle of educational immunization are not necessarily expected to elicit immediate changes in behavior. Yet, according to the methodology used in this analysis, the curriculum did affect risk-taking behavior significantly after 1 year. (LLL)

ED 341 904 CG 023 999

Newman, Ian M.; And Others
Teaching Students To Resist Pressures To Drink and Drive: First Year Evaluation, English Classes. Prevention Center Papers. Technical Report No. 17.
SPONS. AGENCY- Health Education, Inc.; Nebraska State Dept. of Motor Vehicles, Lincoln. Office of Highway Safety.; Omaha Public Schools, Nebr.
PUB DATE- Oct 87
NOTE- 26p.; For related documents, see CG 023 997-CG 024 000.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Change; Behavior Patterns; *Drinking; *Driving While Intoxicated; English; *Grade 9; Junior High Schools; *Prevention; Program Effectiveness;

How To Fund Career Guidance Programs.
PUB DATE- 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Guidance; *Financial Support; Grants; *Grantsmanship; *Guidance Programs; *Proposal Writing

The resources necessary to operate a complete career guidance program are considerable. This handbook maps the territory of funding resources for those working in the field of career guidance. Following two brief introductory sections, the first part of the handbook deals with defining program needs. The needs that are identified can serve as the basis for developing funding proposals. Under each of the need categories (e.g., staff, audiovisual media and equipment), are questions designed to help focus on the needs in that category. The next section examines types and sources of funding. The following categories of proposals are described: major grant proposals, mini-grants, excess property/corporate donations, and in-kind giving. Four major sources of funding are considered: the federal government, state government, local sources, and foundations. The next section, Using the System, contains guidelines for proposal development. Included here is information for selecting the best funding sources to pursue, building a case for the proposal, and preparing the proposal. Forms include a time line for proposal development, a proposal development format, a sample budget summary, and a sample resume. The final section looks at ways to become involved in policy formation and funding decisions. Contact addresses, sample foundation descriptions and their grants to career guidance, a funded proposal for developing a career resource center, sample letters, preliminary proposal, and a sample time line are included in the appendices. (LLL)

ED 341 924 CG 024 021

Crockett, Lib; Smink, Jay
The Mentoring Guidebook: A Practical Manual for Designing and Managing a Mentoring Program.
PUB DATE- May 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Dropout Prevention; Elementary School Students; Elementary Secondary Education; *High Risk Students; *Mentors; Program Development; Program Evaluation; Program Implementation; School Community Relationship; Secondary School Students

Mentoring at-risk students has become one of the fastest growing and frequently used strategies across the nation to help young people. This document examines the structure and implementation of mentoring programs. Chapter 1 discusses mentoring as an appropriate and effective strategy. The mentoring relationship is examined, natural versus planned mentoring is discussed, and program types and examples are provided. Chapter 2 considers needs assessment issues. Analysis of data, program costs, liability, and support are discussed. Chapter 3 looks at program management; goal setting, clarifying objectives, evaluating a program, goals and rationales, setting timelines, and a timetable for a mentoring program are addressed. Chapter 4 discusses the identification, selection, and recruitment of assessed. Mothers who had been sexually abused differed significantly from those who had not with regard to their children's abuse, which was more severe, more frequently intrafamilial, and more often involved force. They also differed significantly regarding their own psychiatric response profiles, which showed no decline over time. The duration of the mother's victimization in childhood was strongly associated with the perpetrator's use of force on the child. The mother's child abuse experiences were associated both with the nature of their children's abuse experiences and with their own responses to the disclosure of these experiences. (LLL)

ED 341 942 CG 024 039

Etaugh, Claire; Spinner, Maureen
Perceptions of Caregivers of Elderly Parents by College Students: Effects of Caregiver Gender, Type of Care and Presence of Children.
PUB DATE- Aug 91
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Family Caregivers; Frail Elderly; Higher Education; *Older Adults; Parents; *Role Conflict; Stress Variables; *Student Attitudes

In recent years, the increasingly important role of the family in caring for the frail elderly has been well-documented. In the present study, young adult college students were asked to evaluate a hypothetical employed, married, middle-aged parent who was described as providing care for an elderly parent. The effects of three caretaker characteristics on perceptions of the stimulus person were examined by means of a series of vignettes which varied according to gender of caretaker, type of caregiving arrangement, and presence or absence of children in the caregiver's home. College students (N=240), including 144 females and 96 males, evaluated a briefly depicted stimulus person on bipolar scales that described personality traits, job performance characteristics, and role overload variables. Each participant rated one of eight employed married adults who was described as either female or male, either providing care for an elderly mother (primary caregiver), or hiring someone to provide such care (secondary caregiver), and as having two children who either still lived or no longer lived at home. Women were viewed as experiencing more role overload than men. Primary caregivers were perceived as experiencing more role overload, as being less job-oriented, and as being more nurturant than secondary caregivers. These findings are important, for they are perhaps the first to indicate that others are aware of the stresses experienced by middle-aged elder caregivers, especially women. (LLL)

ED 341 943 CG 024 040

Shirley, Linda; And Others
The Sourcebook: A Revised, Refined and Reliable Compilation of Organizations, Corporations, and Foundations Which Fund Programs and Activities for At-Risk Youth.
PUB DATE- 92
NOTE- 16p.; In the title of the document the "S" in "Sourcebook" appears as a dollar sign.

Appreciation; Novels; *Reading Interests; *Reading Material Selection; Secondary Education
IDENTIFIERS- Aesthetic Reading; *Reading Motivation; Reluctant Readers

While English teachers want students to enjoy reading, to appreciate the beauty of literature, and to recognize the universality of the classics, many adolescent students do not become interested in the aesthetic aspect of literature until they are beyond high school age. Some works, outside the traditional literary canon, speak more directly to adolescent readers' interests and needs, provide a way of engaging students' interest and, because they are well written, offer a source for the development of reading and discussion skills. Such books include Cynthia Voight's "On Fortune's Wheel," Mildred Taylor's "Roll of Thunder," and Sue Ellen Bridgers' "Home before Dark." (A chart detailing Lawrence Kohlberg's stages of moral development, an evaluation form for young adult literature, and a list of 13 resources for children's and young adults' literature are attached.) (RS)

ED 341 963 CS 010 838

Misheff, Sue
Alternatives to Grouping: Pleasant View School for the Arts.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Dramatics; Educational Environment; Gifted; *Grouping (Instructional Purposes); Intermediate Grades; Junior High Schools; Language Arts; *Magnet Schools; Process Education; Program Descriptions; Remedial Instruction; *School Effectiveness
IDENTIFIERS- *Pleasant View School for the Arts OH

Pleasant View School for the Arts is a magnet school in northeast Ohio that draws from each level of the social strata and offers options for traditional grouping and tracking strategies in unique and effective ways. The school houses two basic programs: (1) the arts; and (2) gifted education, called the Kaleidoscope program. The arts program includes the study of drama, visual arts, dance, instrumental music, and vocal music. Special education students are mainstreamed into the school's programs and are also brought together in small group settings for special help. An emphasis is placed on process rather than product throughout the curriculum. Kaleidoscope students comprise about one-third of the school's population, and they are identified by achievement tests administered in the third grade and by committee review. Students are grouped heterogeneously in homerooms in grades 4 through 6, and take reading and language arts in their homerooms. Students in the Kaleidoscope program work on problem-solving and critical thinking activities. Teachers at the school are highly supportive of the program, stating that heterogeneous grouping allows for a variety of input from the children. Students often work in small groups, pairs, and individually, as well as in whole class situations. Achievement scores offer proof that the program at the school works. (RS)

ED 341 964 CS 010 840

IDENTIFIERS- *IEA Written Composition Study

This report describes a study (part of the IEA Written Composition Study) which used a questionnaire to collect curricular information from 16 countries about mother tongue teaching in general and teaching writing in particular. The report describes some basic dimensions of mother tongue curricula and writing composition curricula as well as how these dimensions are represented in the 46 cases (curricula). It notes that topics of writing instruction include amount of writing, goals for writing, standards of writing, types of written work emphasized, and materials used. Data analyses used in the report range from simple listing of observations to cluster analysis and factor analysis. Results of the study addressed in the report show that basic dimensions of mother tongue teaching are well represented in all of the curricula of the studied countries; that most of the countries also have rather homogeneous curricula for the three different age populations; and that differences between countries can be found, for example, in the amount of writing at school and in the types of written work emphasized. The report is organized in two parts and six chapters. Part 1, on mother tongue curricula, contains five chapters: (1) The Theoretical Bases of the Questionnaire; (2) The Conceptual Analysis of Curricula; (3) Natural Groups of Curricula (discussing general aims and purposes of schooling and of mother tongue teaching, acquisition of knowledge and skills, and aesthetic, moral and affective development); (4) Dimensions of Mother Tongue and Composition Writing Objectives; and (5) Descriptive Characteristics of Mother Tongue Curricula. Part 2, on curricula of writing instruction, contains the report's final chapter, which deals with such topics of writing instruction as amount of writing, goals of writing curricula, standards of writing, and materials used in instruction. A summarizing discussion and an appendix containing the curriculum questionnaire conclude the document. (SR)

ED 341 985 CS 213 146

Pugh, Sharon L.; And Others
Bridging: A Teacher's Guide to Metaphorical Thinking.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Critical Thinking; Cultural Context; Elementary Secondary Education; Language Arts; *Metaphors; Theory Practice Relationship; Thinking Skills
IDENTIFIERS- *Metaphorical Thought

This book provides material and ideas for bringing metaphorical thinking into the classroom in the context of language discussions. It is organized to link the conceptual with the concrete, integrating teaching ideas with discussions concerning the various roles that metaphorical thinking plays in human understanding and communications. The book's first part, "The Nature of Metaphors and Metaphorical Thinking," discusses metaphorical thinking, how metaphors work, and the kinds of comparison involved in metaphorical thinking. The second part, "Personal and Cultural Aspects of Metaphors," destination, whether that was a peer review group or a publisher. Next came the time of heartache and frustration, bringing rejection slips. Each writer's process was in constant change, but each learned and improved through peer interaction. Perhaps writing teachers can be more effective if they suggest to students that there is more than one way to write. (Sixteen references are attached.) (SG)

ED 342 004 CS 213 183

Hertler, Linda
Improving Intermediate Students' Creative Writing Skills Using Precision Teaching as a Monitoring Tool.
PUB DATE- Jan 92
NOTE- 74p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Case Studies; *Creative Writing; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Precision Teaching; *Reading Comprehension; *Remedial Instruction; *Writing Improvement; Writing Skills

This practicum used a weekly tutorial program to improve students' written expression using precision teaching as a monitoring tool. Remedial children were referred for instruction by teachers, school psychologists, or parents. The practicum was based on the students' needs for a program strengthening writing mechanics and reading comprehension skills. Task sheets (assignment sheets), timings of individual skills pinpointed, charts of progress made and evaluation of learning promoted self-monitoring and self-motivation. Critical thinking skills and appropriate learning strategies were implemented. Techniques using visual prompts, graphic organizers, and pre/post writing activities were stressed. Results showed that students' written expression and reading comprehension improved using precision teaching as a monitoring tool. Students also demonstrated increased proficiency in problem-solving skills and demonstrated critical thinking and writing abilities. (Five tables of data are included; 11 appendixes, including graphs of student data, charts of individual progress, samples of writing, and samples of learning techniques used, are attached. (Author/SR)

ED 342 005 CS 213 184

Simonson, Harold P.
Northwest Literature and a Sense of Place.
PUB DATE- Nov 91
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; *Fiction; Higher Education; *Literature Appreciation; Regional Attitudes; Regional Characteristics; Thematic Approach; Undergraduate Students
IDENTIFIERS- Place Identity; *Regional Literature; *United States (Northwest)

Teachers should help students gain a sense of where they stand. It is difficult to imagine literature without a sense of place--places bridge time and evoke and recreate the past. To compose is to remember, to recreate, and a sense of place begins the

the Gulf Crisis. Offensive language, threats, and ethnic slurs were used most, through the channels of print, face-to face encounters and radio respectively. The primary form of face-to-face aggression was verbal, although even physical attacks against Arab students occurred on American college campuses after the United States bombed Libya. Stereotyping not only has a harmful effect on the Arab community, but can cause psychological damage to Arab youngsters, who must cope with students who ridicule them in school. The study concluded that negative stereotyping plays a large role in shaping or reinforcing bigotry, and that additional scholarly research is called for. (Four tables of data are included; 49 references are attached.) (PRA)

ED 342 026 CS 507 657

Shipley, Linda J.
The Advertiser and the Audience: A New Look at the Source and Receiver.
PUB DATE- Aug 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (74th, Boston, MA, August 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Audience Awareness; College Students; Consumer Education; Cooperative Learning; *Course Content; *Decision Making; *Experiential Learning; Higher Education; Interviews; *Persuasive Discourse; Student Needs; Teaching Methods
IDENTIFIERS- *Advertisements

In many advertising programs, students spend a great deal of time coming up with creative strategies, writing copy, and preparing layouts based on objectives provided by a client (or professor) and directed to an already established target market. Seldom, however, do students learn firsthand about the advertising decision making on the part of either the corporate advertiser or the consumer. To provide this experience, two new courses called "The Advertiser" and "The Audience" were developed. "The Advertiser" was organized to allow students to follow advertising decision making from the local to the regional to the national levels by talking with corporate executives making the advertising decisions. The other course, "The Audience," was developed not to teach copytesting, but to help students learn through personal interviews about the consumer decision making that leads to a sale. (Author/SG)

ED 342 027 CS 507 664

Borchardt, Donald A.
"What's Good," "What's Next": Understanding the Personal Transformative Meaning of Education through Guided Design.
PUB DATE- Oct 91
NOTE- 23p.; Paper presented at the Annual Meeting of the International Society for Exploring Teaching Alternatives (Cocoa Beach, FL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Developmental Stages;

Schnell, Jim
The Lack of Political Cartoons in the People's Republic of China.
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartoons; *Community Education; Demonstrations (Civil); *Dissent; Foreign Countries; *Freedom of Speech; Government Role; *Mass Media Role; Media Research; Newspapers
IDENTIFIERS- *China; Media Government Relationship; *Political Cartoons

Political cartoons do not appear in the government-controlled press in the People's Republic of China. The cartoons that do appear in newspapers are good-natured and lacking in any type of political message. Chinese civilization has a 5,000-year history that is grounded in feudalism and must be considered in any analysis of Chinese society. Since the massacre in Tiananmen Square, the government has begun a crackdown on dissent and a re-education campaign is underway. The press has begun promoting a government-subsidized hero, Lei Feng (as a mild form of political cartoon). The media in China often carry warnings to writers and artists to recall their "social responsibility" and refrain from expressing "corrupt" ideas. A typical cartoon that was promoted by the Chinese government was an educational cartoon series, directed at children and adults, that dealt with correct solutions to social problems. A review of contemporary press sources makes it clear that the student protest movement of 1989 brought on a period of unusual press freedom in China until the movement was crushed by government forces. After the government crackdown on dissent, freedom of the press left China as quickly as it came. The experience of 1989 suggests that if the Chinese government loosens its grip on the media, the result will be more politically oriented cartoons with themes unpreferred by the government. (Seventeen references are attached.) (SG)

ED 342 046 CS 507 743

Smith, Shelley L.
A Cultural Analysis of Strategies of Power in Hospital-Based Health Care.
PUB DATE- 31 Oct 91
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Research; *Cultural Context; *Hospitals; Interviews; *Nursing; Nursing Education; *Organizational Communication; *Power Structure
IDENTIFIERS- *Communication Patterns; Nurse Physician Relationship; *Organizational Culture; Professional Concerns

This paper is based on the premise that culture creates realities that include a repertoire of symbol interpretations and communication patterns on which people automatically draw, and that this pattern is as manifest in professional cultures as it is in national or ethnic cultures. The paper takes a systematic look at hospital nursing culture, how it influences the role

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Guides; *Administrator Responsibility; Elementary Secondary Education; Instruction; *Legal Responsibility; Maintenance; *Safety; School Law; *Student Rights; Supervision; *Teacher Responsibility
IDENTIFIERS- *Risk Management

In recent years, legislation and litigation relating to education have increased dramatically. Consequently, there is a growing need for educators to understand legal mandates as they relate to the school setting. There is also a growing need to identify the areas in which schools are "at risk" in relation to students' safety and rights. To help administrators determine areas of risk that may exist within their schools, this guide addresses 30 key issues of student safety and student rights and sets forth specific responsibilities of administrators and teachers in these critical areas. Each issue is divided into the following three major sections: (1) statements about the responsibilities of the administrator and teacher; (2) discussions of areas of liability, categorized by maintenance, supervision, and instruction; and (3) recommendations for action that administrators should follow or use in advising their staffs. A total of 58 representative cases are excerpted at the back of the guidebook, and cross-references are provided at the end of each issue. An additional list of 16 readings and an index are provided. (MLF)

ED 342 065 EA 023 597

Van Galen, Jane, Ed.; Pitman, Mary Anne, Ed.
Home Schooling: Political, Historical, and Pedagogical Perspectives. Social and Policy Issues in Education: The University of Cincinnati Series.
PUB DATE- 91
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compulsory Education; *Court Litigation; Elementary Secondary Education; Family Influence; *Home Schooling; Ideology; Parent School Relationship; *Public Education; School Choice; *School Law; *State Legislation

Although their perspectives differ, this volume's contributors agree that the home schooling movement offers an intriguing critique of traditional education. While nationally publicized school improvement measures call for increased bureaucratization, professionalism, and standardization, a growing number of families are choosing to forego traditional schooling altogether. This volume places these families' experiences within the broader framework of current debates over pedagogy, the organization and control of schooling, and the feasibility of pluralism in the common school. The first section, which contains chapters 1-4, concentrates on the parents and children learning at home. The first chapter summarizes home schooling demographics, and the second chapter treats home-schooled children's academic and social development. The next chapter presents qualitative vignettes of different home schooling populations--the ideologues and the pedagogues. Chapter 4 analyzes day-to-day interactions of

IDENTIFIERS- *Rand Change Agent Study

From 1973 to 1978, the Rand Corporation conducted a national study of local public schools' responses to various federal programs requiring educational change--Title III of the 1965 Elementary and Secondary Education Act (ESEA), Title VII of the ESEA, programs financed by the 1968 Vocational Education Act, and the Right-to-Read program. This paper reviews the major findings of the Rand Change Agent Study and assesses their current accuracy and implications for policy. Findings indicate that local factors continue to impede policy implementation. Revisions of the earlier findings stress the importance of belief and commitment for making changes in practice, the effectiveness of external agents interacting with the local setting, and consideration of teachers' microlevel realities. Future policy implementation should: (1) avoid single-issue projects; (2) address both the content and management of organizational change; (3) utilize teachers' networks; and (4) focus on enabling practices rather than on removing constraints. Eleven footnotes are included. (LMI)

ED 342 086 EA 023 679

Marshall, Catherine
The Assistant Principal: Leadership Choices and Challenges.
PUB DATE- Nov 91
NOTE- 140p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; *Assistant Principals; Elementary Secondary Education; Leadership; *Occupational Information

The position of assistant principal has been virtually ignored and sometimes maligned. Based on perspectives that arise from administrative theory, career development research, and school administration studies, this document describes the special nature of the assistantship, daily work, rewards, and frustrations. Five chapters include: (1) "What Is Special about Assistant Principals?; (2) "How Do Assistant Principals Get Their Jobs?; (3) "Progress in Understanding the Assistant's Role"; (4) "Opportunities for Improving the Assistant Principalship"; and (5) "A New and Different Assistant Principalship." By analyzing the selection and socialization of two assistants, key processes are identified that mold those who become assistants and filter out others. A discussion of the problems encountered by the assistant in his/her work, position, and role is followed by possible policies, programs, and strategies for creative solutions. Two dominant themes are (1) the need to understand the assistant's role and find ways to improve it; and (2) by focusing on the assistant, we can uncover problems and identify new solutions for reconceptualizing school leadership. Each chapter contains its own summary. (150 references) (LAP)

ED 342 087 EA 023 680

Chisman, Dennis
Practical Secondary Education: Planning for Cost-Effectiveness in Less Developed Countries.
PUB DATE- 87
NOTE- 72p.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Educational Policy; Elementary Secondary Education; Policy Formation; Program Costs; *Program Design; State Action; *State Programs; *Young Children

A paper, "Young Children Face the States: Issues and Options for Early Childhood Programs," by W. Norton Grubb, is summarized in this policy brief. A discussion of the decisions that state policy makers must make and descriptions of the historical conflicts that persist within the early childhood movement and the current national status of early childhood education policy are included. A framework for goal setting is provided. The discussion identifies populations to be served, program structure and content, levels and forms of funding, funding sources and mechanisms, and ways to ensure program quality. Two tables list initiatives in seven states and the cost per child in relation to teacher/pupil ratios and teacher salaries. (LMI)

ED 342 107 EA 023 721

Weaver, Tyler
Year-Round Education. ERIC Digest, Number 68.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Learning Processes; *School Schedules; Student Improvement; *Year Round Schools
IDENTIFIERS- ERIC Digests

Schools usually adopt year-round education (YRE) for its cost saving features, but a year-round calendar affects all aspects of a school. The primary educational benefit of YRE is that it facilitates continuous student learning. YRE's effect on the curriculum is more complicated at the secondary level than at the elementary level. While studies rarely show that YRE lessens student achievement, a district's decision to implement or not to implement YRE should include the following considerations: (1) differences in schools; (2) problems caused by offseason vacations; (3) teachers' need for the long summer break to continue their own education; (4) family disruption; (5) community opposition; and (6) year-round administrator burnout. (9 references) (MLF)

ED 342 108 EA 023 724

Brandt, Ronald S., Ed.
Cooperative Learning and the Collaborative School: Readings from "Educational Leadership."
PUB DATE- 91
NOTE- 219p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)

PUB DATE- 91
NOTE- 127p.; The author was commissioned by the Ontario Public School Teachers' Federation (OPSTF) to prepare this report in 1988. The Regional Laboratory for Educational Improvement of the Northeast and Islands (RLEINI) reprinted the report in 1991, with sponsorship from the Office of Educational Research and Improvement (OERI).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Collegiality; *Educational Environment; Elementary Secondary Education; *Organizational Climate; *Professional Development; Quality of Working Life; Teacher Participation; *Work Environment
IDENTIFIERS- *Canada

Two challenges that face educators--developing interactive professionalism in the schools, and facilitating teachers and principals as change agents--are examined in this book. Chapter 1 examines the following problem areas in educational change: overload; isolation; "groupthink"; untapped competence; narrow roles; and failed reform. A holistic understanding of the teacher is presented in the second chapter, and the social and working conditions of "total schools" are discussed in chapter 3. The paradox of individuality and collegiality is examined, showing how they can be reconciled in order to improve schools. Chapter 4 offers action guidelines for teachers, principals, and educators. Successful reform is based on improving teachers and school working conditions, which in turn leads to student improvement. (82 references) (LMI)

ED 342 129 EA 023 760

Wilson, Bruce; Corbett, Dick
Middle Grade School State Policy Initiative: First Steps to Restructuring. An RBS Report on the Project's First Year.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Change; *Participative Decision Making; Program Evaluation; *School Restructuring; *State Programs
IDENTIFIERS- *Maryland

First-year outcomes of a restructuring project in four Maryland middle schools are summarized in this paper, with a focus on new rules, roles, and relationships. Methodology involved interviews with 52 teachers and building administrators and 18 state department of education staff members; observation of school improvement teams; and document analysis. Resulting policy changes involved scheduling, staffing, and curriculum. The most significant changes in roles and in relationships included the use of state staff members as facilitators and increased participative decision making, respectively. An outcome was that project priorities reinforced some ideas that were already being implemented and opened up new avenues. Participants' objectives of personal skill acquisition and history of interagency services to this popoulation. In chapter 2 the EBD population is described in terms of their behavioral characteristics and the definitions used by various agencies and professional disciplines. Chapter 3 presents information regarding legislation, litigation, funding mechanisms, and advocacy issues affecting interagency collaboration. Chapter 4 describes the most prevalent conceptual models embraced by professionals who provide mental health and education services to EBD children and youth. Implementation strategies and issues are discussed in chapter 5, and the desired outcome and benefits of collaborative programs are highlighted in chapter 6. Chapter 7 contains descriptions of several existing models of interagency service delivery. Conclusions and recommendations are provided in chapter 8. Seven extensive appendices include: a Kentucky legislative bill; a list of 111 interagency resources; and various sample agreements, forms, annual reports, and models from Kentucky, Alaska, and California. (99 references) (DB)

ED 342 148 EC 300 907

Sharbaugh, Carolyn S., Ed.
Call to Action: Better Nutrition for Mothers, Children, and Families. National Workshop Proceedings (Washington, D.C., December 6-8, 1990).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 91
NOTE- 347p.; The Executive Summary, appearing on pages 1-39 of the full report, has also been published as a separate document; see EC 300 908.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; Allied Health Personnel; Children; Cost Effectiveness; Demography; Economic Factors; Females; Financial Support; Futures (of Society); Health Promotion; *Health Services; History; Infants; Mothers; *Needs Assessment; *Nutrition; Nutrition Instruction; Pregnancy; Preventive Medicine; Program Development; Program Evaluation; Program Implementation; Quality Control; Reproduction (Biology); *Special Health Problems; Trend Analysis; Workshops

The proceedings reported in this document provide an overview of the trends, needs, and issues in maternal and child nutrition services and present recommendations and action strategies to improve such services. An executive summary presents a total of 28 recommendations and associated strategies which address general areas, women's nutrition for optimal reproductive health, infant nutrition, child nutrition, adolescent nutrition, and nutrition for children with special health care needs. A glossary of acronyms is included. Speeches and panels presented at five plenary sessions by John D. Rockefeller IV, Frank Witter et al., Lori Cooper, David B. McCallum, and Nancy S. Wellman et al. are included in full. Fourteen background papers have the following titles and authors: "Nutrition Services in the Maternal and Child Health Program: A Historical Perspective" (Mary C. Egan et al.); "Societal Trends that Affect Nutrition Status and Services for the Maternal and Child Health Populations" (Milton Kotelchuck et al.); "Women's Nutrition for Optimal Reproductive Health" (Bonnie Worthington-Roberts and Roy M. Pitkin); "Infant Nutrition" (Cutberto Garza and Catherine Cowell); "Child Nutrition" (Johanna Dwyer and Jennifer Arent); "Adolescent Nutrition: Trends and Critical

Independent Living; Instructional Materials; *Mild Mental Retardation; *Moderate Mental Retardation; *Money Management; Recordkeeping; Records (Forms); Resource Allocation; Teaching Methods; Young Adults

Intended primarily for parents of teenagers or young adults with mild and moderate mental disabilities, this guide offers a specific program to teach basic budgeting skills. The program is differentiated for teenagers who either can count money or who have trouble reading and counting money. The program for teenagers who can count money begins with simple budgeting for personal items and moves to more complex and longer term items. Personal Money Sheets are used to record and track all income. Other forms are for distinguishing between needs and wants and for planning expenses. Money is kept in envelopes labeled as to category of planned expense. Actual expenses are recorded on the Personal Money Sheets. The program for young people who can't read and count money involves the use of pricing cards with pictures and attached money stored in folders by category. It also involves helping the teenager distinguish between needs and wants. General teaching suggestions are provided, such as ways to minimize mistakes. Additional forms allow the parent (or teacher) to track achievement of budgeting skills. The last chapter presents budgeting activities to help the young person who is preparing to live on his or her own. Blank forms and sample pricing cards are attached. (DB)

ED 342 168 EC 300 927

Gerber, Paul J.; Ginsberg, Rick J.
Identifying Alterable Patterns of Success in Highly Successful Adults with Learning Disabilities. Executive Summary.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Oct 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Adults; Attitudes; Behavior Change; Change Strategies; Coping; Employment; Exceptional Persons; Goal Orientation; Individual Characteristics; Interviews; *Learning Disabilities; Persistence; *Personality Traits; *Self Actualization; Self Control; Self Evaluation (Individuals); *Success; Vocational Education; *Vocational Rehabilitation

This study sought to answer the question of how people with learning disabilities have become highly successful in various fields. It sought to identify alterable variables, that is, the behaviors that can be cultivated and shaped, that contribute to high levels of vocational success. A group of 46 highly successful adults with a history of learning disabilities and a group of 25 less successful learning-disabled adults were interviewed concerning their attitudes about nine areas: success, vocational issues, family issues, emotional issues, social issues, the learning disability, daily living, and conclusions/recommendations. Measures of self-esteem, work relationships, and achievement motivation were also administered. The following key themes were identified as characterizing success in this population: (1) the quest to gain control of one's life; (2) a desire to succeed; (3) goal orientation; (4) reframing of the learning disabilities experience into something more positive; (5) adaptability; (6) individual persistence; (7) creative coping mechanisms; (8) fit between abilities and environment; and (9) a social ecology of

Community Programs; Cultural Influences; Definitions; Developing Nations; Elementary Secondary Education; Foreign Countries; Government Role; Mental Disorders; *Mental Retardation; *Needs Assessment; *Opinions; Questionnaires; Services; Special Education; *Surveys; Trend Analysis
IDENTIFIERS- *Pakistan

This work reports upon a 1990 questionnaire survey of 16 Pakistani leaders in the field of mental handicap. Results are compared with those of a similar survey conducted in 1982. Most respondents reported that services in this field have increased both in quantity and quality. Differing views were expressed concerning: ease or difficulty of fundraising; terminology and the level of public awareness of mental handicap and ability to differentiate it from mental illness; involvement with self advocacy and parents' movements; effectiveness of services reaching rural and slum populations; access to published books/journals on mental handicap and special education; level of mutual cooperation between voluntary and government agencies; and issues of skill shortage, of environmental design, of equipment availability and of daily transport. Respondents also varied greatly on whether there is a suitable blend of Western and Pakistani ideas and methods, or excessive domination of foreign ideas. Appendices include summaries of development reports written from 1980 through 1988, a paper on the problems of definition and categorization, a discussion of past and future mental handicap studies, and a proposal for planning for mentally handicapped people. (86 references) (Author/DB)

ED 342 188 EC 300 947

Dermond, Donna
Reference Guide for Senior Seminar. A Curriculum Development Project.
PUB DATE- Jan 91
NOTE- 75p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Community Programs; Curriculum Development; Education Work Relationship; *Gifted; Group Dynamics; High Schools; High School Seniors; *Individual Development; Individualized Programs; Interviews; Journal Writing; Learning Activities; Lesson Plans; *Mentors; Planning; Program Development; Self Esteem; Self Evaluation (Individuals); *Student Projects; *Talent

This curriculum guide is intended for a high school senior seminar program in which students (gifted, talented, and of all abilities) progress through three main stages: (1) identifying a project; (2) identifying a mentor; and (3) completing the project. The guide includes lesson plans, suggested activities, organizational diagrams, suggested timelines, and methods for evaluating outcomes. Specific suggested activities include: selecting a personally compelling project, journal writing as a tool for reflection, developing a personal timeline, identifying nourishing and toxic behaviors, developing group skills, role playing, understanding the matrix organization model, participating in group process, sharing compliment charts, building self esteem, writing to potential mentors, interviewing potential mentors, planning the project, carrying out the project, self evaluation, mentor evaluation, reporting on the project, and developing a portfolio. (DB) document; Appendix A provides greater detail on several methodogical aspects of the NLTS and Appendix B provides a list of reports and papers available, based on the NLTS, with ordering information. (32 references) (DB)

ED 342 205 FL 017 161

Tranel, Numero Special. Actes du 2eme colloque regional de linguistique, Neuchatel 2-3 Oct. 1986 (Tranel, Special Number. Proceedings of the Second Regional Linguistics Colloquium, Neuchatel, Switzerland, October 2-3, 1986).
PUB DATE- Dec 86
NOTE- 289p.; Some pages contain small, light type.
LANGUAGE- French; German
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingualism; Communication Problems; Computer Assisted Instruction; *Discourse Analysis; Etymology; French; Language Research; Language Styles; Language Usage; *Linguistic Theory; Malagasy; Morphology (Languages); News Media; Phonetics; Pragmatics; *Research Methodology; Second Language Instruction; *Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages

This publication presents 20 conference papers in French and German on aspects of linguistic research. Papers include: "Objectivite et subjectivite dans la connaissance du langage" (Mahmoudian); "Focalisation et antifocus"(Bearth); "Remarques sur la notion d''etymologie populaire'"(Chambon); "Sur la construction serielle en malgache"; (Fugier) "Ein Schichtungsmodell der Kompetenz, als Hilfe fur den Ueberblick uber die gesamte Sprachverwendung"(Glinz); "Une mesure de l'integration d'un element a un systeme" (Jolivet); "La convention X et la structure des unites discursives" (Rubattel); "Codification phonetique de noms de famille" (Vater); "Ambiguite, malentendu et activite paradiscursive" (Berthoud); "Apprendre a expliquer" (de Gaulmyn); "Pertinence et conversation"; (Moeschler); "Syntaxe, pragmatique, stylistique" (Reboul); "Konfirmandenunterricht..tout de meme! Les procedes de transcodage en conversation bilingue et exolingue" (Oesch-Serra); "Corpus oraux et edition: Quelle transcription pour quelle lecture?" (Rittaud-Hutinet); "Malentendu et communication" (Weil); "Aspects pragmatiques de l'emploi des circonstants" (Wuest); "Neocodage et discours de la presse: Le mot compose dans le quotidien suisse-romand 'Le Matin'" (Munch); "A propos de l'identite linguistique" (de Latour); "De la cooperation a l'ajustement collaboratif polylogal dans les cours de langues" (Murphey); and "Analyse morpho-syntaxique du francais et l'enseignement assiste par ordinateur" (Renard). (MSE)

ED 342 206 FL 017 762

Purdham, Lois; And Others
Teaching Limited-English Proficient Children: PREP (Preparing Refugees for Elementary Programs).
PUB DATE- Mar 88
NOTE- 38p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Cultural Education; Curriculum Design; Elementary Education; *English (Second Language); Federal Programs; Foreign Countries; Instructional

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 1; Grade 2; Grade 3; Primary Education; Second Language Learning; *Spanish; *Spelling Instruction; *Units of Study; Vocabulary

These three Spanish language spelling units have been developed for Spanish language arts classes for grades 1-3. The first grade units, which accompany the Economy Co. Spanish basal reading series for grades 1-3, have been divided into four subunits. The children move individually or in small groups through the spelling levels, which in turn will coincide with their reading groups. The lessons in the second grade unit are classified by subjects (numbers, colors, parts of the body, etc.) and can be used in conjunction with the Peabody Language Development Kit and an elementary dictionary put out by Scott, Foresman. The third grade lessons are grouped so that a phonetic skill is emphasized in each one. Twenty-one lessons have been included with more to be added in the future. (SR)

ED 342 228 FL 019 826

Grade 8 Spanish Math Skill Sharpeners and La Calculadora (Calculator Unit).
PUB DATE- 87
NOTE- 100p.
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Calculators; Grade 8; Immersion Programs; *Mathematics Instruction; Mathematics Skills; Second Language Learning; *Spanish
IDENTIFIERS- *Content Area Teaching

This workbook contains "skill sharpening" math problems presented in Spanish. These problems have been designed as supplementary work for students at the eighth grade level. Functions and topics such as addition, subtraction, division, multiplication, decimals, scientific notation (exponents), fractions, symmetry, angles, the metric weight system, and basic geometric notions are covered. Also included is a calculator unit that consists of orientation in calculator use. An introductory section describes the order in which the calculator function keys must be pressed. The main section of the workbook includes step-by-step instructions on how to add, subtract, multiply, divide, and perform other mathematical procedures. The workbook also includes a section on detailed descriptions of word problems solved with the use of a calculator. (SR)

ED 342 229 FL 019 827

Wir Sprechen Deutsch: An Elementary Foreign Language Summer School Program. Grades K-8: A Guide for Teachers.
PUB DATE- 88
NOTE- 330p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Elementary Education; FLES; *German; *Immersion Programs; *Lesson Plans; Second Language Instruction; Second Language Programs
IDENTIFIERS- Total Physical Response

learning and working environment. (This report contains 25 drawings/transparencies on the emerging concept of skill formation.) (KC)

ED 341 768 CE 059 912

Occupational Component. 26-Level Courses. Teacher Resource Manual. Integrated Occupational Program. Interim-1991: Curriculum.
PUB DATE- 91
NOTE- 391p.; For interim-1990 documents, see ED 323 337-338.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; Agricultural Education; Building Trades; Career Development; Classroom Techniques; Construction (Process); Cooperative Programs; Course Content; Daily Living Skills; *Educational Resources; *Education Work Relationship; *Employment Potential; Foreign Countries; Institutional Cooperation; Job Search Methods; *Job Skills; Natural Resources; Occupational Safety and Health; Office Occupations Education; School Business Relationship; Secondary Education; Service Occupations; Skill Development; *Teaching Methods; Tourism; Transportation; *Vocational Education
IDENTIFIERS- *Alberta

This planning and instructional manual is designed to assist teachers in implementing the 20 10-credit-hour courses that make up the 26-level occupational component of the Integrated Occupational Program (IOP) in Alberta, Canada. (The IOP was developed to assist students who experience difficulties in secondary education and to help students make the school-work transition smoothly.) The manual contains information on course organization, cooperative planning, required and elective components, community partnerships, instructional strategies, and student and teacher learning resources. Ten sections provide teaching strategies and resources for the following concepts, skills, and attitudes: career, job search, human relations, and safety skills; organizational skills; communication skills; reading skills; writing skills; mathematical skills; visual skills; entrepreneurship; building community partnerships; and work skills. A section of teacher support materials list the following for 20 occupational areas: course sequence, entrance requirement, instructional locations and facilities, equipment/tools/supplies, and other learning resources. Occupational areas covered are as follows: agricultural mechanics, agricultural production, horticultural services, business services, office services, building services, construction services, crafts and arts, technical arts, natural resource services, child and health care services, esthetology, fashion and fabric services, hair care, commercial food preparation, food services, maintenance and hospitality services, automotive services, service station services, and warehouse services. (KC)

ED 341 769 CE 059 961

Luke, Robert A.
The NEA and Adult Education. A Historical Review: 1921-1972.
PUB DATE- 92
NOTE- 396p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Historical Materials (060)

transparency masters; information sheets; and job sheets. The following general information is provided: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; and tools, equipment, and materials lists. (NLA)

ED 341 787 CE 060 238

Fortney, Clarence; Gregory, Mike
Shielded Metal Arc Welding. Teacher Edition. Second Edition.
PUB DATE- 92
NOTE- 290p.; For a related curriculum guide, see CE 060 237.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Curriculum Guides; Equipment; *Metal Working; Occupational Safety and Health; Postsecondary Education; *Safety; Secondary Education; Skilled Occupations; *Welding

This color-coded competency-based teacher guide contains two units: (1) safety; and (2) equipment, applications, and techniques. Each unit includes the following: objective sheet--unit and specific objectives; suggested activities/instructional plan--preparation, delivery and application, evaluation, teaching suggestions, resources used in developing this unit, suggested supplemental resources, suggested activities, and instructions for evaluating student performance; answers to written test; written test; unit evaluation form; teacher supplement; transparency masters; information sheets; and job sheets. The following general information is provided: use of this publication; competency profile; instructional/task analysis; related academic and workplace skills list; and tools, equipment, and materials lists. (NLA)

ED 341 788 CE 060 239

Competency-Based Education. Professional Development Series.
PUB DATE- 92
NOTE- 570p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavioral Objectives; *Competency Based Education; *Criterion Referenced Tests; Curriculum Development; Evaluation Criteria; *Faculty Development; Instructional Design; Learning Modules; Teaching Guides; Teaching Methods; Theory Practice Relationship; *Units of Study; Vocational Education Teachers

The competencies in this professional development guide are considered important to successful vocational teaching at the secondary and postsecondary levels. Each instructional unit provides learning experiences that integrate theory and application. Eight units are included: (1) planning for competency-based education; (2) aligning curriculum; (3) managing competency-based education; (4) writing performance objectives; (5) developing teaching/learning strategies; (6) implementing criterion-referenced evaluation; (7) developing components of a unit of instruction; and (8) developing

ED 341 806 CE 060 284

Richardson, John G.
Networking: Opportunities To Build Effective Extension Programs.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Cooperative Programs; Coordination; Demonstration Programs; *Extension Education; *Networks; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- North Carolina

To marshall the resources needed to deal positively with current and emerging issues, the Cooperative Extension System must use networks skillfully to establish necessary connections with other agencies and individuals. The process of developing cooperative and productive interconnections among individuals, groups, or organizations is networking. Networks are the interpersonal communication patterns that result from the process. Four primary principles must be considered in developing or functioning in networks: reciprocity, spannability, complementarity, and intentionality. Networking is a necessity to achieve any reasonable level of success or program impact. Establishment of productive networks requires development of a networking plan and compatible, mutual interests of the agencies, groups, and individuals involved. A plan for evaluating program input and success should be developed and agreed upon by all participating entities in the initial development of collaborative efforts and should be a continuing part of the overall program development and implementation process. The following are examples of networks that have been formed with the North Carolina Cooperative Extension Service as the catalytic influence in their formation and functions: (1) the Martin County experience with a network to focus on the youth problem; and (2) the New Hanover County experience in developing a network of agencies with missions related to agriculture. (17 references) (YLB)

ED 341 807 CE 060 286

Hoerner, James L.
Tech Prep and Educational Reform. Reprint Series.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Educational Improvement; *Educational Needs; *Educational Philosophy; Educational Practices; Noncollege Bound Students; Occupational Aspiration; Postsecondary Education; Quality of Working Life; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Tech Prep

Tech prep is a new initiative that shows great promise for educational reform. However, "tech prep" is not the new name for vocational education. Tech prep is a new program of school practices; adjunct professors develop relationships with college faculty, update their knowledge, and receive recognition; and student teachers are better prepared for the classroom. (KC)

ED 341 826 CE 060 320

Education and the World of Work.
PUB DATE- Oct 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Development; *Education Work Relationship; Foreign Countries; Humanities; Labor Force Development; Postsecondary Education; Professional Continuing Education; Skill Development; Social Sciences; *Technical Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Organisation for Economic Cooperation Development; Partnerships in Education

This Organisation for Economic Cooperation and Development (OECD) newssheet is devoted to a cluster of activities connected by a common theme: the relationship between education and the economy. Four areas of activity are discussed: (1) further education and training of the labor force; (2) the changing role of vocational and technical education and training; (3) higher education and employment; and (4) partners in education--the new partnership between business and schools. The first activity investigates ways in which adult workers in the OECD member countries update their skills and competencies. The second activity is concerned with preparing young people for jobs in upper and postsecondary vocational and technical education and with training within the context of social and economic change. The third activity of the Education Committee consists of three projects: follow-up of higher education graduates into working life, the humanities and social sciences, and developments in continuing professional education. The fourth study, on partnerships, concludes that positive educational advantages can be realized. (NLA)

ED 341 827 CE 060 322

Passmore, David L.; And Others
Epidemiology of Work Injuries among Former Participants in Vocational Education.
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Graduate Surveys; High Schools; *Incidence; *Injuries; Sex Differences; Statistical Distributions; *Vocational Education; Vocational Followup; *Work Environment; *Work Experience
IDENTIFIERS- National Longitudinal Survey Labor Market Ex

A study examined whether, holding work experience and sex constant, exposure to vocational education during secondary school was related to incidence of nonfatal work-related injuries. Data were from the 1987 and 1988 annual National Longitudinal Surveys of Labor Market Experience interviews of young adults who were between 14 and 21 years old on January 1, family structure and composition in the United States, the changing nature of employment, and the central role of the employment relationship to the social welfare system. Chapter 3 reviews available research on the advantages and disadvantages for adults, children, and the elderly of being members of families in which all the adults are employed. In the context of extensive changes in the family and the workplace and related problems, chapter 4 examines how dependents are currently cared for, as well as the outcomes and costs of various types of programs. Chapters 5 and 6 provide a detailed review and evaluation of existing programs offered by employers and presents ideas for innovative programs, including what can be learned about their costs and benefits. Among these are such standard benefits as sick leave and health insurance and such new benefits as family leave and flexible benefits. Chapter 7 examines the practices of other advanced industrialized countries to identify what the United States can learn from their experiences. Chapter 8 presents findings of the Panel on Employer Policies and Working Families (established after a planning meeting in February 1987) and conclusions for policies, programs, and future research. Appendixes include 444 references, a list of background materials, data needs and research agenda, and biographical sketches of panel members. An index is provided. (YLB)

ED 341 845 CE 060 367

Shenon, Carol
Union Perspectives on New Work-based Youth Apprenticeship Initiatives.
PUB DATE- Jan 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Education Work Relationship; High Schools; *Labor Education; *Noncollege Bound Students; *Program Development; *Unions; *Youth Programs

Summarized in this report are the views of 14 labor officials interviewed in the spring of 1991 regarding their attitudes toward the youth apprenticeship approach, which has been gaining support in educational and legislative sectors. Their views are expressed around the following seven themes organized as sections of the report: (1) six major hurdles facing noncollege-bound youth; (2) eight reasons to be positive about the youth apprenticeship model; (3) 11 areas of concern regarding the youth apprenticeship model and suggested solutions; (4) linkages between youth apprenticeship and existing registered apprenticeship programs; (5) the applicability of the youth apprenticeship model in various industries; (6) roles for unions in the youth apprenticeship system; and (7) union experiences operating traditional apprenticeship and job training programs that could be applicable to the youth apprenticeship approach. Quotations from the union officials interviewed are woven throughout the report. Four appendixes include a list of the union officials interviewed, an interview guide, a summary of the youth apprenticeship movement conference report, and essential elements of model youth apprenticeship programs. (KC)

ED 341 846 CE 060 369

Cilliers, Gerrie J.
Matrix Model for Determining the Need for Skills Training =

the following: stereotypic images and expectations, lack of self-confidence, peer pressure, learning environment, teacher behavior, lack of female role models, failure to see relevance, attributional style or personal responsibility, and lack of incentives. The following strategies can address these issues: (1) parents', teachers', and counselors' efforts to dispel stereotypes; (2) improvement of self-confidence; (3) use of peer pressure by making success in math and science prestigious; (4) enhancement of the learning environment; (5) equalization of teacher behavior; (6) provision of female role models; (7) improvement of relevance by presentation of lessons with real-life applications; (8) adjustment of attributional style and instilling of personal responsibility; and (9) creation of incentives. (A bibliography lists 19 references. An annotated listing of 12 additional resources refers the reader to print and video resources available for loan to Ohio vocational educators from the Sex Equity Resource Library at the Center on Education and Training for Employment.) (YLB)

ED 341 864 CE 060 407

Cantor, Jeffrey A.
Apprenticeship 2000: A Model for Community College Collaboration with Business and Industry. Results of a National Study Involving Three Industries.
PUB DATE- Mar 92
NOTE- 38p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, March 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; *Associate Degrees; College Role; Community Colleges; *Construction Industry; *Cooperative Programs; Financial Support; Job Skills; Job Training; Labor Force Development; Maritime Education; *School Business Relationship; Technological Advancement; Two Year Colleges; Unions
IDENTIFIERS- *Automobile Industry; *Marine Occupations

Business is recognizing that the associate degree is a necessity in high technology fields. Innovative practices link businesses with community colleges, allowing apprentices to gain basic job skills and a higher education. A research study explored three industries and their relationship with community colleges: automotive, construction, and maritime. The research design, a structured case study, developed a theoretical model against which data collected was analyzed. A national search for businesses and colleges cooperatively engaging in apprenticeships was undertaken. College participation varied from program to program. Several significant model components were suggested across industries and geographic regions that can serve as catalysts for community college cooperative apprenticeship program development. It was concluded that apprenticeship is a mechanism for bringing together human and capital resources. Dual enrollment of apprentices in associate degree programs should be promoted because it is the most cost-effective mechanism for organized labor to provide worker training and control its ultimate delivery and quality. (NLA)

ED 341 865 CE 060 408

Annual Performance Report of Vocational Education State-Administered Programs under the Carl D. Perkins Vocational Education Act, P.L. 98-524.

Goals.
PUB DATE- Jun 91
NOTE- 55p.; Funded by a grant from the Kentucky Association of Counseling and Development.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling Effectiveness; *Elementary Education; *Marketing; *Program Effectiveness; *School Counseling; *School Counselors; *School Guidance
IDENTIFIERS- *Kentucky

This report examines Kentucky's experimental elementary guidance programs, which were funded in 1988 and evaluated in the second year of the 2-year experimental program. In the second year, data were gathered from counselors, teachers, students, and parents; the data are presented in this document. The first section, "Effective Elementary Guidance Programs," provides data on what previous research has established as exemplary elementary guidance and counseling program practices and provides a foundation upon which to judge the Kentucky program results. Practices that are essential and have been judged to be effective programs are described. The second section, "Results of Kentucky Experimental Programs," presents the results of the Kentucky program. Besides presenting the basic facts, the data are discussed in comparison to the practices and procedures presented earlier from research on effective guidance programs. The third section, "Kids, Counselors, and KERA: Marketing Exemplary Practices," examines the data in the second section and examines their utilization in implementing the new Kentucky Educational Reform Act (KERA) and the unique contributions elementary counselors can provide in order to meet these reform goals. A special consideration of this section is the methods of marketing elementary counselors to school based management teams. (ABL)

ED 341 884 CG 023 979

Tang, Thomas Li-Ping
The Meaning of Money: Extension and Exploration of the Money Ethic Scale in a Sample of University Students in Taiwan.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Foreign Countries; Higher Education; *Student Attitudes
IDENTIFIERS- *Money; *Taiwan

Money has significant impact on people's motivation and behavior. This study examined attitudes toward money of first-year undergraduate university students (N=68) in National Taiwan University. The Money Ethic Scale (MES) was used to identify six factors concerning the meaning of money: good, evil, achievement, respect, budget, and freedom. A personality questionnaire measured the Protestant Work Ethic (PWE), the leisure ethic, and the internal-external locus of control. The results indicated the PWE was significantly correlated with evil. Significant correlations were found between external locus of control and good, achievement, respect, and freedom. Depression and irritation were positively correlated with achievement. Further, irritation was significantly associated with good, respect, and freedom. Anxiety was related to evil and respect. These results seem to support the hypothesis that

Secondary School Students; Videotape Recordings
IDENTIFIERS- Driving

During the 1984-1986 academic years, the Nebraska Prevention Center for Alcohol and Drug Abuse again cooperated with the Omaha Public Schools to assess the effects of the videotape-based educational program, "Resisting Pressures to Drink and Drive." This report summarizes the activities of the 1984-1985 year and presents an assessment of the effects of those activities. This educational program was presented to 48 classes of 9th-graders in their English classes. The specific risk reduction strategies taught in this curriculum include learning and practicing techniques to delay decisions to drink and drive, recruiting friends to help counter peer pressure, interpreting one's self-worth as reason enough to avoid risky alcohol situations, and the application of some specific ways to say no to peers and adults. Because this is a skill-based program it was important that students participated in skills-related classroom activities. To encourage actual practice, these skills were illustrated on the videotapes, and a number of exercises in the student/teacher workbook were provided to aid in skills development. Overall, the group exposed to the curriculum did not report significant differences in the alcohol-related behaviors, especially when compared with the control group. However, although this curriculum did not significantly affect immediate behavior over the short term, it may well have affected behavior over the long term. The relationship between knowledge of risk and risk-taking behavior remains unclear. (LLL)

ED 341 905 CG 024 000

Newman, Ian M.; And Others
Teaching Students To Resist Pressures To Drink and Drive: Summary Evaluation 1984-1986. Prevention Center Papers Technical Report No. 18.
SPONS. AGENCY- Health Education, Inc.; Nebraska State Dept. of Motor Vehicles, Lincoln. Office of Highway Safety.; Omaha Public Schools, Nebr.
PUB DATE- Dec 87
NOTE- 42p.; For related documents, see CG 023 997-999.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Behavior Change; Behavior Patterns; Comparative Analysis; *Drinking; *Driving While Intoxicated; English; Grade 9; Junior High Schools; *Prevention; Program Effectiveness; Secondary School Students; Social Studies; Videotape Recordings

During the 1983-1986 academic years, the Nebraska Prevention Center for Alcohol and Drug Abuse cooperated with the Omaha Public Schools to assess the effects of the videotape-based educational program "Resisting Pressures to Drink and Drive." The effects of the program on two cohorts of 9th-grade students, one which participated through their Social Studies classes, and another which participated in their English classes, were compared and analyzed. The first analysis completes the second year evaluation of student learning in the experimental English classes, the second compares student learning and alcohol related behavior of the English (N=48) and Social Studies (N=51) experimental classes. The results of the Social Studies implementation show that the knowledge scores for those who had participated in the curriculum were significantly higher than for those who had not, at both post-proteges, training, and orienting. Chapter 5 deals with finding and selecting mentors and publicizing the program. Also discussed are matching mentors and proteges, mentor orientation and training, and the first meeting. Chapter 6 contains information about managing the program; mentor contact, protege contact, and supervising the match are discussed. Also included is information about group activities, recognizing mentors and proteges, expanding and refining the program, and terminating mentors and proteges. Sample forms which can be used by program planners are included and discussed in the appendices. (LLL)

ED 341 925 CG 024 022

Gillmore, Mary Rogers; And Others
Drug Use and Sexual Risk Taking in a Sample of High Risk Adolescent Women.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Apr 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; Diseases; *Drug Use; *Females; Longitudinal Studies; Predictor Variables; Pregnancy; *Sexuality

Although studies document increases in both contraceptive use, and, more recently, in condom use among adolescents, rates of unintended pregnancies remain high and sexually transmitted diseases in adolescents are rising. The data presented here represent the first wave of data obtained in an ongoing longitudinal study of the patterns of drug use among pregnant and parenting adolescents (N=241) ranging in age from 12-17 years (at the time of the initial interview), living in a three county metropolitan area in the Northwest. Fifty-one percent of the sample were White, 33% were African American, and 17% were members of other minority groups (e.g., Latino, Asian American, and American Indian). The study involved interviews with respondents once during pregnancy, and at 1, 6, 12, and 18 months after the birth of the baby. The majority of pregnant adolescents in the sample had a history of substance use. They had comparable or higher lifetime use rates than a national sample of female high school seniors. Over one-third of the sample had experienced sex with a casual partner, and 84 percent had more than one sexual partner. Alcohol use, cigarette use, and use of illicit drugs was related to sexual risk taking at the bivariate level, as has been found in previous research. However, when other variables were entered into the analysis along with substance use variables, the relationship between substance use and sexual risk taking disappeared. The three variables which shared the most variance with the substance abuse variables: years sexually active, race, and delinquency, were entered first in separate regression equations, followed by the substance use variable. The pattern of results was the same for all three. (LLL)

ED 341 926 CG 024 023

Baker, Maureen
Work/Family Conflicts: Policy Implications.
PUB DATE- 23 Jan 92
NOTE- 17p.; Paper presented at the National Consultation on Vocational Counselling (18th, Ottawa, Ontario, Canada, January

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *At Risk Persons; Corporate Support; Elementary Secondary Education; *Financial Support; Grants; Grantsmanship; *Philanthropic Foundations; *Private Financial Support; Proposal Writing; *Youth; *Youth Problems

Sources of funding for programs for at-risk youth are described in this document. The sources listed were selected from experience, and from a search of directories. The information about funding sources for at-risk programs was the result of an Illinois Researcher Information System search as well as hand searches using the following directories and resources: TAFT Foundation, America's Newest Foundations, National Data Book, Directory of Grants in Humanities, The Corporate 500, Annual Registry of Grant Support, and The Corporate 1000 Higher Education Directory. The following strategies for obtaining funding are discussed: (1) locate information on available funding sources; (2) identify potential funding sources; (3) follow proposal procedures within one's own organization; (4) write to potential supporters; (5) make the initial contact with the potential supporter; (6) develop the proposal; (7) submit the proposal; and (8) follow up on the status of the proposal. The name, address, telephone number, contact person, due date, as well as any additional information, are listed for 46 sources. Sources include corporate foundations as well as charitable foundations. (LLL)

ED 341 944 CG 024 041

Laasonen, Raimo
Self-Identification of Personality in Social Environment. Research Bulletin 80.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Foreign Countries; *Identification; Interpersonal Competence; *Personality Traits; *Self Concept; *Social Environment; *Systems Analysis
IDENTIFIERS- *Finland

This paper presents a theoretical study conducted as part of a larger research project concerning personality as an educational phenomenon. In contrast to most approaches, which view personality from the outside, this approach employs systems analysis to examine how individuals identify their personalities in varying subenvironments of a social environment. According to this approach, an individual is defined with structure, function, and dynamism; personality is assumed given. Self-identification is considered to be a binary decision process with acceptance-rejection behavior according to one's own personality. The social environment is differentiated into dyad, small group, collective, organization, and aggregate subgroups. It is assumed that there is variability of relations between the subenvironments and the identification of personality. A hypothesis for dynamism is constructed: in the dyad, the smallest element of social environment that can function as social environment, the preferential behavior is perceived according to one's personality; in the small group, preferences become ambivalent; in the collective, there is contagion of behavior; in the organization, there is strong binary-decision making; and in the aggregate, no specific conditions of behavior are presumed.

Stephens, Diane
Whole Language in Context.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Trends; Elementary Education; Interdisciplinary Approach; *Reading Instruction; *Reading Research; *Whole Language Approach
IDENTIFIERS- Educational Issues; Student Empowerment

Whole language is a response to the increased knowledge base about language, literacy, and learning. Whole language educators believe that teachers should have direct access to this knowledge base and be supported in their efforts to use it to inform instructional decisions. This response stands in contrast to more traditional responses in which university educators use the knowledge base to develop instructional innovations and then try to sell teachers these innovations/methods. Debates pro and con whole language are really debates about power and control, and a commitment to teaching as informed, reflective practice necessitates rethinking the roles of university and public school educators as well as reconceptualizing the relationship between them. (Author)

ED 341 965 CS 010 841

Meyer, Linda A.; And Others
A Comparison of Four Basal Reading Series at the First- and Second-Grade Levels.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 40p.; Research also supported by Silver Burdett and Ginn Publishing Co. Some tables may be marginally legible due to small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Grade 1; Grade 2; Primary Education; Reading Research; Reading Skills; *Textbook Evaluation; Textbook Research; Word Recognition
IDENTIFIERS- Meaning Emphasis Method

A study examined first- and second-grade readers from the same basal reading series to determine if instructional flow could be identified from one level to another within a series. Three meaning-emphasis series and one word-recognition-emphasis series were selected because of their widespread use in public schools. Results indicated that: (1) two of the meaning-emphasis series were quite similar; (2) the third meaning-emphasis series presented the greatest balance between word-recognition and meaning-emphasis activities at the second-grade level; (3) comprehensibility of story selections was substantially different among series; and (4) all series were found to have an instructional flow from first to second grade. (Nine tables of data are included; 15 references and a description of the decoding and comprehension categories are attached.) (Author/RS)

ED 341 966 CS 010 842

deals with metaphors and self-awareness, metaphors and the enabling process, and extending self to cultural awareness. The book's third part, "Critical Aspects of Metaphorical Thinking," discusses metaphor, language, and thought; metaphors in critical reading and thinking; and metaphors and creativity. The fourth section, "A Resource Section for Using Metaphors in the Classroom," deals with strategies for metaphorical teaching, metaphors that help in teaching reading, and the importance of metaphors across content areas. A brief "Conclusion," a 27-item selected and annotated bibliography of books on metaphors and language, and a list of 170 references conclude the document. (SR)

ED 341 986 CS 213 153

Merritt, Sarah; Dyson, Anne Haas
A Social Perspective on Informal Assessment: Voices, Texts, Pictures, and Play from a First Grade. Occasional Paper No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Environment; Elementary School Students; *Grade 1; *Informal Assessment; Interpersonal Competence; Primary Education; *Social Development; *Student Evaluation; Student Journals
IDENTIFIERS- Berkeley Unified School District CA; *Childrens Writing; Teacher Researchers

This paper focuses on the ways in which one teacher gathered artifacts and reflected on the progress of her first-grade students at a multi-ethnic school in the East San Francisco Bay Area. The paper emphasizes the importance of considering the social beings whose voices are embedded within the artifacts being collected. The paper uses a multi-faceted approach to assessment, examining the children's writings in three ways: (1) exploring how individual children learn the knowledge and skills which educators judge valuable for them; (2) understanding individual children's behaviors from the perspective of their emerging social goals; and (3) assessing the kinds of dynamics created by the complex network of children. In the teacher's classroom, according to the paper, five children were viewed across many contexts involving different kinds of relationships, so that it became possible to discover the texture of individual children's resources and to help them weave connections among these resources. The paper considers that children's relationships among themselves can be an important means for making school pleasurable and satisfying, and that children need opportunities to build common ground with others. The paper concludes that examining informal assessment helps educators clarify how children's social lives mingle with assessment and learning and how student problems can be understood and addressed. Two illustrations are included. (SG)

ED 341 987 CS 213 156

Knights, Christine
Teaching Problem Solving to At-Risk Students through Literature.
PUB DATE- 15 Jan 91
NOTE- 112p.; M.S. Thesis, New York Institute of Technology. Best

composing. Some northwestern U.S. books illustrate the point. In a college literature class, examples of leading works by northwestern authors writing about the Northwest were presented in four categories. Under the first category, "The Western Mountain Man," the best mountain-man novel of all, A. B. Guthrie's "The Big Sky," was studied, along with Don Berry's "Trask." A second category, "Truth in Toil," addressed hardships and failure in the region. Students examined Lois Hudson's "Reapers of the Dust" and Ivan Doig's "This House of Sky." For a third category, "Death and Taxes," concerning northwestern economic warfare, James Welch's "The Death of Jim Loney," was chosen, as was "The Viewless Winds" by Murray Morgan. The fourth category, "Outside and In," dealt with how the exterior and interior worlds interact. Works examined included "Solace of Open Spaces," by Gretel Erlich and "Housekeeping" by Marilynne Robinson. In brief, the course presented a kaleidoscope of the fructifying region some people are lucky enough to call home. (SG)

ED 342 006 CS 213 185

Schnelle, Linda; Riley, James D.
Guided Story Invention.
PUB DATE- Feb 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Discussion (Teaching Technique); Grade 2; Primary Education; *Reading Instruction; *Reading Writing Relationship; Student Writing Models; Teacher Role; *Whole Language Approach; *Writing Instruction
IDENTIFIERS- *Guided Story Invention; *Story Writing

Guided story invention is a strategy for whole language instruction. The strategy stimulates construction of story and storylike passages, and incorporates: (1) student knowledge of story structure; (2) the reading and writing of meaningful text; (3) a focus on meaning as a function of teacher coaching; and (4) encouragement of self-monitoring of reader understanding. Preparation is the first major component of the strategy. The teacher guides the discussion of students' experience in writing stories and knowledge of structure. The second major component, story invention, incorporates group writing, a model story situation, and questions to guide story invention or to elaborate the model situation. At the point of group writing, the teacher may serve as secretary, to record sentences for student discussion groups, after first choosing a sentence that will motivate further response. In the model situation illustrating the strategy, groups start with the same sentence, but with details altered. Students are then asked to respond to questions about characterization and setting, and each group continues the sequence, choosing sentences after a discussion period. The final component, reconstruction/extension, includes the two aspects of reviewing the process of story invention and children's independent application of that process. Adherence to the principles underlying guided story invention is essential to success of the teaching process. (One figure is included.) (SG)

ED 342 007 CS 213 186

Collins, Marian; Baird, Scott
Too Bad the Teachers Are Reading This!

*Guided Design; Higher Education; *Participative Decision Making; Problem Solving; *Self Concept; *Student Development; *Student Participation; Undergraduate Students
IDENTIFIERS- Small Group Communication

Ego development is an implicit aim of higher education and can be one of its most significant results, according to R. P. Weathersby. There are several developmental stages, each having characteristics to describe personality traits, style of behavior, conscious preoccupations, and ways of thinking. From lowest level to highest, the stages are: (1) impulsive; (2) self-protective; (3) conformist; (4) conscientious-conformist (self-awareness); (5) conscientious; (6) individualistic; (7) autonomous; and (8) integrated. Researchers have shown how concepts about the roles of students and faculty and teaching practices correspond to ego development stages. Generally speaking, instruction based on lectures and exams corresponds to the conformist or a lower stage. By contrast, instructional methods permitting active participation, discussion, and decision making are better suited for students in the middle and higher stages. Guided design is a teaching strategy in which small groups work together to make decisions about open-ended problems. The teacher guides students in a slowed-down process written in the form of instructions and feedbacks. Use of guided design in a theater history course improved student interest and achievement dramatically in one semester, even though adapting the content to the strategy was difficult and time consuming. An outline of the method using a hypothetical problem serves as an illustration. Examination of ego development strongly suggests that active participation in the higher order thinking skills is likely to produce more deeply understood, complex outlooks on life. (SG)

ED 342 028 CS 507 719

Larson-Casselton, Cindy
Coaches Mentoring Coaches: Follow-Up on the Denver Conference on Forensics Education.
PUB DATE- 91
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Debate; Higher Education; *Mentors; *Persuasive Discourse; *Professional Development; *Public Speaking
IDENTIFIERS- Academic Community; *Debate Coaches

The topic of mentoring is one which has drawn renewed interest in the forensic community. Mentoring does exist in forensic coaching. A mentor can be seen both as one who makes a map for the protege and as a guide more interested in developing the traveler than fixing the road. Experienced coaches tend to see themselves and their mentors as trusted guides, while novices appear to seek mentors who would serve as mapmakers for the novices' entry into the profession. Research findings indicate that the forensic coaching community should move to: (1) establish, through existing forensic organizations, formal mentoring; (2) retain and expand informal mentoring; and (3) expand the promotion function which mentoring can serve for less experienced coaches. Some in the field seek a clearer definition of mentoring, while others see finding mentors as perceptions and communication patterns of those who are part of it, and what impact this may have on the present nursing crisis. Data for the paper came primarily from interviews with 63 nurses (aged 24-55) from 17 different hospitals in a large metropolitan area. The paper finds that among those nurses already in the profession, the disaffection and burnout rate is high. The paper hypothesizes that the roots of discontent lie within the nursing culture itself and points out that even in nursing school, education is focused at a "skills" level and that the analytical frameworks that are given to physicians are absent from most nursing curricula. The paper concludes that long-term, workable solutions can only be found if the nursing profession develops a deeper understanding of its own patterns and assumptions. A figure containing the interview questions is included, and 22 references are attached. (Author/NKA)

ED 342 047 CS 507 748

Pettersson, Rune; And Others
The Use of Verbo-Visual Information in the Teaching of Geography--Views from Teachers.
PUB DATE- Oct 91
NOTE- 11p.; Paper presented at the Annual Meeting of the International Visual Literacy Association (23rd, Washington, DC, October 9-13, 1991). For a previous study, see ED 325 819.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; *Geography Instruction; Illustrations; *Instructional Materials; Mass Media Use; *Media Selection; Questionnaires; Secondary Education; *Teacher Response; *Visual Literacy
IDENTIFIERS- Australia; Greece; Japan; *Picture Text Relationship; Sweden; United States

A study examined teachers' actual use of media and pictures in their teaching of geography in the secondary schools of five countries (a previous study focused on representations). About 180 teachers from Australia, Greece, Japan, Sweden, and the United States responded to a questionnaire concerning how often they used various types of media or equipment, what kinds of pictures they used, and the reasons for using the pictures. Results indicated that: (1) there was a substantial difference in media use by individual teachers; (2) the blackboard and geography textbooks were used often by teachers in most countries; (3) wall maps are most used in Japan, used weekly in Australia, Sweden, and the United States, and monthly in Greece; and (4) geographical or print media was used much more than audio-visual media. Findings suggest that geography teaching is still very much an oral activity with very little media support. (Six tables of data are included; the questionnaire is attached.) (RS)

ED 342 048 EA 019 381

Wayson, W. W.; And Others
The Confidence Factor: Some Results of the Phi Delta Kappa (PDK) Commission on Public Confidence in Education. A Research Report.
PUB DATE- 20 Feb 87
NOTE- 36p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987). Some tables contain small, filled-in print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

children and adults in home schools. Part II, which contains chapters 5-8, discusses the significance of the home schooling movement. Chapter 5 analyzes trends in state regulation against the backdrop of increased parental choice in education. Chapter 6 critiques the individualist philosophy underlying home education and decries the loss of social reform through public schooling. Chapter 7 attributes this loss of faith in the secular mission of public schooling to the changing relationships among family, state, and school. The final chapter offers a comprehensive analysis of home schooling litigation and of constitutional challenges to state compulsory attendance statutes. Recommendations for policymakers are provided, along with extensive chapter references and an index. (MLH)

ED 342 066 EA 023 600

Schreck, Myron
The Fourth Amendment in the Public Schools: Issues for the 1990's and Beyond. Presentation Outline.
PUB DATE- 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (37th, Orlando, FL, November 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; Drug Use Testing; Elementary Secondary Education; Federal Courts; *Public Schools; *School Law; *Search and Seizure; *Student Rights
IDENTIFIERS- *Fourth Amendment; New Jersey v TLO; Supreme Court

In 1985, the United States Supreme Court, in "New Jersey v. T.L.O.," held that the Fourth Amendment applies to searches and seizures conducted by public school administrators. This paper discusses the current state of Fourth Amendment law with regard to public school searches and seizures. Among the subtopics discussed are the following: (1) the nature of reasonable suspicion and reasonable scope; (2) individualized suspicion, including student drug testing, canine sniffing for drugs, and magnetometer searches; (3) desks, lockers, and automobiles; (4) strip searches; (5) police involvement; (6) consent searches and undercover agents; (7) electronic surveillance; and (8) the exclusionary rule. Relevant cases are cited after each subtopic; in addition, the unresolved and controversial legal issues before the courts are discussed. Considering the nature of reasonable suspicion and reasonable scope, courts have generally upheld school searches and seizures: however, courts have invalidated school searches when school officials failed to describe in detail the particular facts of "suspicious behavior." (44 references) (MLF)

ED 342 067 EA 023 606

Bray, Mark
Multiple-Shift Schooling: Design and Operation for Cost-Effectiveness.
PUB DATE- 89
NOTE- 105p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; *Developing Nations; Educational Planning; Foreign Countries; *Job Skills; Resource Allocation; Secondary Education; *Vocational Education
IDENTIFIERS- *Commonwealth of Nations

Public pressure for expansion of secondary and higher education has forced governments of several developing countries to urgently seek ways to meet this demand. Many of these countries have been hard hit by debt and high world interest rates. At their 1984 conference, Commonwealth Ministers of Education requested the Secretariat to examine ways to improve use of existing resources for education, and to find alternative sources of finance. To meet this request, the Secretariat drew up a program of workshops. This document is the chief product of a workshop held in the Caribbean to discuss cost-effective teaching of secondary school prevocational subjects. Thirteen chapters are divided into four sections: (1) Preliminary Issues; (2) Making Efficient Use of Expensive Components; (3) Generating Extra Resources; and (4) Conclusions. A choice is offered between two main policy objectives: whether practical subjects are regarded as part of general education preparing students for life, or whether they are considered prevocational, or even vocational, giving specific skills and leading straight into particular occupations in the world of work. Particular attention is paid to the special facilities, equipment, staffing, and class sizes usually required by practical subjects. A list of suggested readings is included. (LAP)

ED 342 088 EA 023 682

Hadderman, Margaret
Cooperative Learning in Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Elementary Education; *Group Dynamics; Incentives; Learning Strategies; Models; Rewards; *Self Esteem; Socialization; Social Values; *Student Motivation; Student Responsibility; Teacher Role; *Teamwork

Cooperative learning is being recommended as a solution for numerous education problems, from enhancing disadvantaged children's self-esteem to ensuring academic success for all students. Cooperative learning has great potential as a supplement or alternative to traditional teaching methods when students are adequately socialized and motivated. The teacher's role is crucial, since conventional workbook exercises are usually inadequate and students must be led to assume responsibility for their own learning and deportment. This "Roundup" summarizes cooperative learning research studies by four major contributors. Robert Slavin's comprehensive review article, stressing group goals and individual accountability, links the use of Student Team Learning and Group Investigation

DESCRIPTORS- *Collegiality; *Cooperation; *Cooperative Learning; Elementary Secondary Education; *Group Dynamics; Program Implementation; *Teacher Student Relationship
IDENTIFIERS- *Caring; *Collaborative Teaching

Cooperation in the classroom counteracts well-established routines and values that nearly all adults and many educators take for granted. Education remains a fiercely competitive enterprise, and individualistic notions of professionalism predominate. Despite the continued importance of independence, initiative, and personal achievement, today's schools are experimenting with consideration, sharing, collegiality, and commitment to group goals. This volume contains readings from recent editions of "Educational Leadership" on cooperative learning and collaborative schools, beginning with Robert Slavin's introduction and Ronald Brandt's insistence that cooperation is not un-American. The articles in the second section discuss various cooperative learning models, including Team Assisted Individuation, Cooperative Integrated Reading and Composition, and Group Investigation. The third section is devoted to implementation of cooperative learning, and the fourth section highlights the idea of schools as caring communities developed through group work. The sixth section provides ideas on how to get started, and the seventh section summarizes controversies among various researchers. The final section presents articles on the collaborative school, focusing on developing teacher collegiality, cooperative professional development, and school improvement efforts. The volume ends with an extensive annotated bibliography divided into nine parts. (MLH)

ED 342 109 EA 023 726

Storey, Vernon J.
Parent-School Conflict: An Exploratory Study. Report of a Research Study.
PUB DATE- Nov 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conflict Resolution; Elementary Secondary Education; Foreign Countries; *Interviews; *Parent Grievances; *Parent School Relationship; Parent Teacher Cooperation; *Student Problems
IDENTIFIERS- British Columbia

The purpose of this exploratory study was to identify a range of conflicts that had occurred between several parents and the schools their children attended. The parents of 12 families were interviewed in depth about unresolved conflict situations that involved their children. In 10 cases the child had been moved to another school as a consequence of the dispute. Very few children in the conflict situation had been involved in any meetings or discussions to seek a resolution to the problem. Several key emotional components were studied, including: (1) the child's emotional upset; (2) parent's fear for their child's emotional and educational well-being; (3) a general intensity of feeling about the progression of events; (4) concern about the perceived attitudes of school personnel; (5) growing potential resolve that a solution would be found; and (6) vivid recall of incidents and developments during dispute. More structured research is recommended for conflicts that equally involved a third party who was typically not present.

student improvement facilitated the potential for restructuring. A conclusion is that the development of new rules, roles, and relationships within the schools represents significant first steps in restructuring middle school education. (LMI)

ED 342 130 EA 023 761

Reece, Gary T.
Learning To Restructure Schools: Lessons from the Stearns School Model.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 65p.; Faint or broken print in some of the appendices may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Educational Innovation; *Educational Objectives; Elementary Secondary Education; *Models; Outcomes of Education; *School Restructuring
IDENTIFIERS- *Pittsfield School District MA

Findings from a study of school restructuring models and their impact on the teaching/learning process are presented in this report. Following an overview of different restructuring approaches, a theoretical model for restructuring is described. Next, the restructuring practices implemented by the Stearns Elementary School in Pittsfield, Massachusetts, are examined. The case study identifies a theoretical model for schools' inductive developmental approach to educational change. An evaluation of the Stearns model's efficacy in regard to rules, roles, relationships, and results found the following changes: increased shared governance, use of strategies to enhance students' self-confidence, and expanded curriculum and teaching methods. Recommendations are made to specify expectations for student outcomes and to engage in more reflection and strategic planning. Appendices contain the Stearns School philosophy, organizational chart, and constitution, and summaries of Massachusetts Educational Assessment Program (MEAP) results, Stearns/MEAP comparisons, and the MEAP action plan. (LMI)

ED 342 131 EA 023 762

Mansfield, Wendy; Farris, Elizabeth
Public School Principal Survey on Safe, Disciplined, and Drug-Free Schools. Contractor Report. E.D. TABS.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; Discipline Policy; *Discipline Problems; Drug Abuse; *Drug Education; Educational Environment; Elementary Secondary Education; *Prevention; *Principals; *Public Schools; *School Safety; Violence

Findings from a principal survey on safety, discipline, and drug use prevention are presented in this report. A national questionnaire mailed to 884 public elementary and secondary school principals yielded 830 usable returns, a 94 percent

Issues for the 1990s" (Mary Story et al.); "Children with Special Health Care Needs" (Marion Taylor Baer et al.); "Needs Assessment for Nutrition Activities in Maternal and Child Health" (Betsy Haughton et al.); "Planning, Implementation, and Evaluation of Nutrition Programs" (Patricia L. Splett); "Components of Nutrition Services" (Ruth E. Brennan and Mary Nelle Traylor); "Quality Assurance" (Nancy H. Wooldridge and Gaye Joyner); "Personnel for Delivery of Nutrition Services" (Mildred Kaufman); "Financing Nutrition Programs" (Mariel Caldwell); "Economic Analysis of Nutrition Care Within Maternal and Child Health Services" (Doris D. Disbrow and Sharon Ernst). Appendices provide information on national health promotion, disease prevention, maternal and child health objectives, as well as the workshop program. (DB)

ED 342 149 EC 300 908

Sharbaugh, Carolyn S., Ed.

Call to Action: Better Nutrition for Mothers, Children, and Families National Workshop Proceedings (Washington, D.C., December 6-8, 1990). Executive Summary.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 91

NOTE- 52p.; For the full report of which this Executive Summary is a part, see EC 300 907.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accessibility (for Disabled); Adolescents; Allied Health Personnel; Children; Cost Effectiveness; Females; Financial Support; *Health Services; Infants; Mothers; *Needs Assessment; *Nutrition; Nutrition Instruction; Pregnancy; Program Development; Program Evaluation; Program Implementation; Quality Control; Reproduction (Biology); *Special Health Problems; Workshops

This report summarizes proceedings and recommendations of a workshop on trends, needs, and issues in maternal and child nutrition services and presents 28 major recommendations and associated action strategies which address general areas, women's nutrition for optimal reproductive health, infant nutrition, child nutrition, adolescent nutrition, and nutrition for children with special health care needs. Sample recommendations include the following: aggressively support nutrition services as an essential component of emerging national health care plans; increase the number and improve the quality of personnel providing nutrition services; provide all pregnant and lactating women with access to nutrition services; promote breastfeeding among all women; assure the availability of infant nutrition services; develop a U.S. infant feeding code which positively states the responsibilities of formula and food manufacturing industries in promoting breastfeeding and appropriate infant feeding practices; ensure quality nutrition education programs for school-age children and adolescents; expand the research base in adolescent nutrition; expand access to nutrition services for children with special health care needs and their families; and establish a nutrition data system for children with special health care needs. A glossary of acronyms and a listing of organizations represented at the workshop are included. (DB)

ED 342 150 EC 300 909

personal support. A model incorporating these themes for vocational success for the adult with learning disabilities is offered. (DB)

ED 342 169 EC 300 928

Becker, Evelyn Z.; McCormick, Sandra
A Review of Current Research on Reading Instruction and the Learning Disabled Student.
PUB DATE- 91
NOTE- 51p.; Tables have small print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Advance Organizers; Classroom Techniques; Elementary Secondary Education; Grouping (Instructional Purposes); Imagery; *Instructional Effectiveness; Knowledge Level; *Learning Disabilities; Metacognition; Oral Reading; *Reading Comprehension; *Reading Instruction; *Remedial Reading; Research and Development; Student Placement; *Teaching Methods; Text Structure; Theory Practice Relationship; Word Recognition

This review examines all data-based ecologically valid studies published in "Learning Disability Quarterly" or "Journal of Learning Disabilities" that addressed reading instruction and were published from 1980 to 1990. It first looks at studies focusing on comprehension, including such reader factors as prior knowledge, metacognition, and visual imagery. It then examines studies focusing on text factors such as advance organizers and illustrations. Finally studies related to word identification and oral reading are discussed. Tables compare major studies in each category. Results of the review suggest that providing background knowledge, metacognitive training, and visual imagery training may result in improved comprehension for learning-disabled students, given sufficient time and instruction. Specific instruction on word identification to improve oral reading is supported, as are various types of text previewing. Evidence that error correction instructional techniques may facilitate both word recognition and comprehension is reported, as is evidence that academically handicapped children may benefit from placement with similar ability peers. (67 references) (DB)

ED 342 170 EC 300 929

Sitlington, Patricia L.; And Others
Iowa Statewide Follow-Up Study. Changes in the Adult Adjustment of Graduates with Mental Disabilities, One vs. Three Years Out of School.
PUB DATE- Oct 91
NOTE- 67p.; For the original study, see ED 318 155.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; *Education Work Relationship; *Employment Experience; Employment Level; Followup Studies; Fringe Benefits; Graduate Surveys; High Schools; Interviews; Marriage; *Mental Retardation; Place of Residence; Quality of Life; Resource Room Programs; Self Evaluation (Individuals); *Sex Differences; Sheltered Workshops; Social Integration; Special Classes; *Success; *Vocational Adjustment; Wages

This study investigated the adult adjustment of students with mental disabilities in high-school graduating classes of 1984 and 1985, 1 and 3 years after they exited high school. Two hundred sixty students from the class of 1984 were interviewed

ED 342 189 EC 300 948

Gerber, Michael M.
A Framework for a Research and Related Activities on Instructional Technology and Systems Change: Better Results for Individuals with Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 52p.; For related papers, see EC 300 949-951.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Curriculum Development; *Disabilities; *Educational Technology; Elementary Secondary Education; Financial Support; Government Role; Inservice Teacher Education; *Instructional Effectiveness; Instructional Innovation; Microcomputers; *Research and Development; Research Needs; Resource Allocation; Special Education; *Staff Development; Systems Approach; Teacher Role; Technological Advancement; Theory Practice Relationship
IDENTIFIERS- *Office of Special Education Programs

This paper recommends a research and action agenda for the federal Office of Special Education Programs in examining instructional technology for individuals with disabilities, particularly as those activities relate to "system" change. Staff development programs and curriculum reform are stressed as concrete components of system change. A theoretical analysis of key concepts, such as "technology," and of how and why instructional technology has particular importance for special education is encouraged. Attention is then given to the following distinctions: (1) between technology as physical equipment and technology as productive capacity; (2) between physical and teaching variables (resources); (3) between technical and allocational efficiency in instructional settings; and (4) between control and ownership of technological innovations. Research into three cross-fertilizing strands of information and knowledge development is then recommended. These are: first, descriptive work that monitors and evaluates trends in technological development, application, and innovation; second, theory development, presentation, and debate as part of supporting empirical studies of innovative technology applications; and, third, more traditional instructional technology development, experiments, and demonstrations related to viable theory and empirical evidence. An 8-year timeframe for implementation is proposed. The critical questions of whether new technology extends or substitutes for existing school activities and whether new technology increases efficiency are suggested as central to research on curriculum reform and staff development. (51 references) (DB)

ED 342 190 EC 300 949

Okolo, Cynthia M.
Classroom Uses of Instructional Technology: Recommendations for Future Research and Related Activities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 73p.; For related documents, see EC 300 948-951.
LANGUAGE- English

Materials; Lesson Plans; *Limited English Speaking; Mathematics Instruction; *Refugees; *School Readiness; Second Language Instruction; Teacher Education; *Transitional Programs
IDENTIFIERS- Philippine Refugee Processing Center; Philippines; *Preparing Refugees For Elementary Programs

The PREP (Preparing Refugees for Elementary Programs) program and curriculum are described. The federally-funded program provides English language and cultural training to elementary-school-aged Southeast Asian refugee children in the Philippine Refugee Processing Center in Bataan. Its objective is to aid children in the transition to schools in the United States. Curriculum and materials, program design, scheduling, teachers and teacher training, and student achievement are outlined. Appended materials include daily and weekly schedules for different age groups, a proposed revision of the English language instructional sequence, an outline of the math scope and sequence, two sample English language units, two sample math units, the teacher training schedule, a chart of classroom management objectives and techniques, and a teacher supervisor job announcement. (MSE)

ED 342 207 FL 018 131

Schools and Communities Working Together for Linguistic Minority Students.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Agency Cooperation; Asian Americans; Bilingual Education Programs; Bilingualism; Cambodians; *Community Education; Counseling Services; Curriculum Development; Elementary Secondary Education; *English (Second Language); Equal Education; Experiential Learning; Extracurricular Activities; Family Programs; High School Equivalency Programs; Hispanic Americans; Immigrants; Indochinese; Intercultural Communication; *Limited English Speaking; *Minority Groups; Parent Participation; Parent School Relationship; Preschool Education; Program Descriptions; Recreational Activities; Referral; *School Community Programs; Science Education; Teacher Education; *Tutoring
IDENTIFIERS- *Massachusetts

Seventeen Massachusetts programs involving schools and communities working together to support the educational success of linguistic minorities are described. The programs represent a cross-section of efforts in the state serving a variety of language groups. Program focuses include: (1) supplemental support and resources for Cambodian students; (2) an experiential science curriculum for English- and Spanish-speaking students; (3) services to a Hispanic community, including a homework center; (4) tutoring of limited-English-proficient (LEP) students by trained college students; (5) advocacy to ensure equity of bilingual programs; (6) after-school recreational, educational, and counseling services; (7) educational and support services to LEP preschool children and their families; (8) a photography project for bilingual students; (9) General Educational Development (GED) and English-as-a-Second-Language (ESL) services for LEP parents; (8) after-school assistance with assignments and tutoring; (9) a statewide coalition of local parent advisory councils; (10) services supporting academic and social adjustment of Southeast Asian students; (11) arts exploration contributing to cultural

This guide contains daily lesson plans for a 4-week, 4-hour a day immersion program for an introductory German-as-a-foreign-language program. The program uses repetition, gestures, realia, puppets, and comprehension-based activities such as Total Physical Response; it also uses illustrations designed to promote the goals of comprehension, production, and cultural awareness at the level of Novice-High/Intermediate/Low on the American Council on the Teaching of Foreign Languages scale. The guide proper consists of a program description, a vocabulary list, a suggested daily activities section, and a basic materials list. By far the greater part of the guide is made up of five appendixes. These contain: (1) activity sheets; (2) visual aids; (3) suggestions for cultural activities; (4) a section on "The Three Bears" and "Little Red Riding Hood" for elementary and intermediate pupils; and (5) a section of word search and crossword puzzle activities. The illustrations, i.e., black and white drawings of visual aids, games, paper-doll cutouts, etc., are included in the appendixes. (JC)

ED 342 230 FL 019 846

Osburne, Andrea G.
Situational Leadership and Innovation in the EFL Classroom.
PUB DATE- May 91
NOTE- 20p.; Paper presented at the Conference on Teaching and Learning English in Challenging Situations (Kuala Lumpur, Malaysia, May 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; *English (Second Language); Higher Education; Instructional Innovation; Language Skills; *Second Language Instruction; Student Participation; Teacher Education; *Teaching Methods; Writing Skills
IDENTIFIERS- *Situational Leadership

A case-study approach is presented to demonstrate how to use situational leadership (a management theory model developed by Hersey and Blanchard) to make students in teacher education programs more receptive to educational innovation in second language learning. Situational leadership theory defines a leader as anyone trying to influence another person, and it focuses on the behavior of leaders in classifying different styles of leadership. One focal point is how to change follower's readiness level so that they are prepared for a change in leadership style: students are delegated responsibilities in small increments (e.g., leading up to a 15-minute oral report). Seven case studies are described in which the approach is applied to: journal keeping by college freshmen; participatory communication in a Japanese high school; preparing students for English as a Second Language examination; composition vs. copying; using heuristics for prewriting; communicative language teaching; and teaching grammar. They illustrate that training in situational leadership offers teachers a concrete alternative tool in introducing new methodology. Contains 9 references. (LB)

ED 342 231 FL 019 927

Perez, Cesar Morales
Notas para la decodificacion de lesicos desconocidos en el campo del ingles cientifico (Notes for Deciphering Unknown Lexical Items in Scientific English).

DESCRIPTORS- Adult Basic Education; *Adult Education; *Educational History; *Educational Philosophy; Educational Trends; *National Organizations; Postsecondary Education; *Professional Associations; *Program Development; State Departments of Education
IDENTIFIERS- *National Education Association

As this historical review shows, the National Education Association (NEA) was one of the principal contributors to the development of adult education in the United States. The report describes NEA's direct involvement through the lifespan of the NEA Department of Immigrant Education (1921-1924); the NEA Department of Adult Education (1924-1951); the National Association of Public School Adult Educators, an NEA department (1952-1972); the Division of Adult Education Service (1945-1971); the National Training Laboratory in Group Development (1947-1970); and the Adult Education Committee of the World Confederation of Organizations of the Teaching Profession (1959-1975). This report covers 50 years of the history of NEA and adult education. Some of the developments it describes include the following: (1) the characteristics of the NEA departments; (2) the part played by the Carnegie Corporation in funding the NEA Department of Immigrant Education; (3) the founding of the American Association for Adult Education; (4) leadership changes and mergers among departments and associations; (5) the role of the NEA and the Fund for Adult Education in strengthening the role of adult education in state departments of education; and (6) the story of two persons in the NEA who started from the same philosophic understanding of adult education, and what happened when they began to move in different directions. The report includes commentary from a long-time NEA staff member and department director. (KC)

ED 341 770   CE 060 009

Sage, James E.; And Others
Legal Implications of an Employer Competency Certification Program. Technical Education and Training Research Report Series.
PUB DATE- 15 Aug 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Certification; *Compliance (Legal); *Federal Legislation; *Federal Regulation; *Hazardous Materials; *Job Analysis; Legal Responsibility; Occupational Safety and Health; On the Job Training; Postsecondary Education
IDENTIFIERS- *Emergency Response Services

Local and state government agencies and private companies providing hazardous material emergency response services are attempting to meet the minimum training requirements for their employees as specified in federal law. However, none of the employers in a pilot survey met the requirements of the federal law for employer certification of employee competence. This failure represents a potentially enormous liability for such organizations as fire departments or industry-based emergency response units. In some cases, employers may believe they are immune from certain federal regulations, whereas others may be indifferent to the requirements and continue to conduct business as usual. A majority of the other employers are casually attempting to evaluate the performance of their employees; however, they have yet to demonstrate their ability to comply with the intent of the federal law. Emergency response team employers should investigate partnerships that learning activity packets. Introductory material includes information on the use of this series, instructional/task analysis, 78 references, and a glossary. Each instructional unit may contain the following basic components: introduction; objective sheet; suggested activities for the teacher; answers to assignment sheets; answers to written test; written test; unit evaluation form; teacher supplements; transparency masters; information sheet; student supplements; and assignment sheets. (NLA)

ED 341 789 CE 060 240

Miller, B. Jeanette
Job Satisfaction and Professional Development Activities of Indiana Vocational Home Economics Teachers.
PUB DATE- 30 Nov 90
NOTE- 11p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, November 30, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Home Economics Teachers; *Job Satisfaction; *Occupational Home Economics; *Professional Development; Secondary Education; State Surveys; Teacher Alienation; *Teacher Attitudes; Teacher Burnout; Teacher Morale; Teacher Participation
IDENTIFIERS- *Indiana

Indiana vocational home economics teachers completed questionnaires examining the extent of their participation in professional development activities. The study also explored the level of satisfaction with their jobs and the relationship of these two variables. Approximately two-thirds (n=350) of Indiana's teachers were asked to participate; 263 (75 percent) provided usable responses. With a mean of 11.167 of 40 identified activities, most teacher participation was at the local level. Job satisfaction, measured by the Brayfield Index of Job Satisfaction, was found to be low, with a mean of 41.26 (range=23 to 115). Pearson Product Moment revealed an inverse correlation of r=-.147 which, while appearing to be low, was significant at the .009 level. As participation increased, job satisfaction decreased. Analyses of variance indicated a significant difference in job satisfaction between teachers who participated in eight or more activities and those who did not. (Author/YLB)

ED 341 790 CE 060 241

Coyle-Williams, Maureen
Transitioning Vocational Services: An Exemplary Vocational Program Serving Youth with Special Needs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Education; *Career Exploration; Cooperative Programs; Coordination; Dropouts; Economically Disadvantaged; *Education Work Relationship; Employment Potential; Entry Workers; High Schools; *Job Placement; Job Skills; *Job Training; Limited English Speaking; Sheltered Workshops; Special Education; *Special Needs Students; Vocational

articulated education involving 2 years of high school and 2 years of postsecondary preparation that includes a common core of mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. For tech prep to be successful, a philosophical mind-set change must take place among educators, along with the adoption of a new mission for education. Tech prep must not become just another "dumping ground" for students who are not academically inclined. Educators must rethink the educational system and the underlying philosophy for tech prep as part of the educational reform. Education must stand for "world life" rather than for "work life." All students must be prepared to contribute meaningfully to the economy and to their own fulfillment. The major method to accomplish such change will be professional development of educators. (13 references) (KC)

ED 341 808   CE 060 288

Melis, Africa
European Conference: "Training for Start-Ups: Existing Programmes and Policies in the Twelve Member States of the EC" (Madrid, Spain, October 24-25, 1991).
PUB DATE- Feb 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Business Administration; Career Education; Diffusion (Communication); *Economic Opportunities; Employment; *Employment Opportunities; *Entrepreneurship; Foreign Countries; *Job Development; Research Needs; Research Utilization; Self Employment; Small Businesses; Vocational Education
IDENTIFIERS- *European Community

This document provides a summary of the proceedings of a conference on business start-ups and creation in the 12 member states of the European Community (EC). Section I discusses the current relevance of the issue. Major topics are the explosion of interest in business creation as a means of creating more stable employment and political concern with small and medium-sized enterprises in the last decade. Section II focuses on recent research objectives, in particular the part played by training for business starters. Section III sets forth two conference objectives: dissemination of information on various approaches to new business support adopted by the 12 EC countries and comparison with counterparts from Eastern European countries. Section IV summarizes papers produced by each rapporteur during these round tables: "Who Are the Starters?"; "The Starters, What Makes Them Successful?"; "To Train or Not to Train?"; "The Current Position of Business Starters in the Countries of Eastern Europe"; and "Risks, Trends, and Needs." A conclusion discusses key points raised during the conference. They are categorized as follows: (1) accurate and reliable statistics; (2) ensuring that information reaches its target audience, coordination of the efforts deployed; (3) systematic evaluation of the effects of support schemes; (4) defining the right training provision; and (5) continuing the research. A list of the reports upon which the summary is based is appended. (YLB)

ED 341 809   CE 060 289

Keeley, Meg

1979. Point and interval estimates of the cumulative incidence of nonfatal work-related injuries were determined. Estimates of injury incidence were derived by assuming that the underlying distribution of work-related injuries was Poisson. The relative risks of work-related injury were estimated by secondary school curriculum participation pattern using linear Poisson regression procedures through a computing algorithm. Findings showed the cumulative incidence of work-related injuries reported was 9,049 injuries/100,000 work years of exposure to injury risk. Work-related injuries were more likely among males than females and less likely among young people in the upper two-thirds of the distribution of work experience. Participation in vocational education was not related to the relative risk of work-related injury. Three possible explanations were considered: (1) imprecision of measures of injury incidence and participation in vocational education; (2) employment in occupations not related to training; and (3) misspecification of the model of injury incidence. (41 references) (YLB)

ED 341 828 CE 060 323

Smith, Barbara E.
Evolution of Job Analysis and the "Dictionary of Occupational Titles" (DOT) in the U.S. Employment Service. Historical Perspective of the Occupational Analysis Research Program and Overview of Current Methodologies.
PUB DATE- 25 Jun 91
NOTE- 12p.; Paper presented at the Annual Meeting of the International Personnel Management Association Assessment Council (Chicago, IL, June 25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Education; Data Collection; Employment Opportunities; Employment Patterns; *Employment Services; Federal Programs; *Job Analysis; *Job Skills; Labor Force; Labor Market; *Occupational Information; Occupational Surveys; Research Methodology; Skill Analysis; State Programs; Task Analysis
IDENTIFIERS- *Dictionary of Occupational Titles

Establishment of the federal-state Employment Service system created a need for a standardized occupational language to ensure uniform matching of workers with jobs. The Occupational Analysis Research Program was initiated to gather a broad base of detailed occupational information. Although the organizational structure of all editions of the Dictionary of Occupational Titles (DOT) has differed to varying degrees, the basic intent has remained to identify jobs and provide a tool for the employment service to match workers with jobs. Today's users and uses extend far beyond that basic intent. The DOT is widely used by educational institutions, government agencies, companies, and nonprofit agencies for career and vocational counseling, library reference, rehabilitation counseling, personnel management, employment placement, and research. Data collection has an industry approach. Research efforts are focused on the study of selected industries to document jobs that have undergone the most significant changes. Terms used in job analysis have definitions developed by the U.S. Employment Service. The job analysis method approved for use by the Employment Service recognizes two major dimensions of job information--Work Performed and Worker Characteristics. A combination of observation and interview is the traditional

Matriksmodel vir die bepaling van die behoefte aan Vaardigheidsopleiding.
PUB DATE- 91
NOTE- 55p.; Published on the request of the National Training Board.
LANGUAGE- English; Afrikaans
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Afrikaans; Corporate Education; Foreign Countries; Guides; *Job Skills; *Job Training; *Matrices; *Models; *Needs Assessment; Nonformal Education; *Nonschool Educational Programs
IDENTIFIERS- South Africa

This manual contains guidelines for individual organizations to follow in using a matrix model to determine and monitor their needs regarding nonformal skills training. Chapter 1 provides background to the development of the matrix model and the manual in the Republic of South Africa. It discusses the matrix, an instrument focusing on groups of skills and various aspects of training, and its uses. Chapter 2 contains definitions of concepts to ensure uniformity and comparability when industries or organizations complete the matrix. Definitions of "skill" and "nonformal skills training" are followed by descriptions of the six basic job categories identified for implementing the matrix. The concept of entrance requirements is addressed. The following broad categories of occupational skills are distinguished: handling, technological knowledge, thinking, and human. The final sections list criteria regarding which level of skills to apply to the categories of skills and questions to apply to each aspect of skills training. Chapter 3 provides instructions for completing the matrix, including who completes the matrix, situation and date, particulars on job category, scale points, and graphs. Chapter 4 addresses interpretation in three different situations: current, ideal, and a scenario for the future. An example is provided of the analysis of a matrix. Appendixes include a completed matrix and examples of graphs. An Afrikaans-language version is provided. (YLB)

ED 341 847 CE 060 370

Melling, T. G.
The Importance of Further Education. Mendip Papers.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Adult Vocational Education; *College Role; *Continuing Education; Educational Administration; Educational Assessment; Educational Objectives; Educational Planning; Educational Quality; Foreign Countries; Job Training; Leadership Responsibility; Marketing; Mission Statements; Needs Assessment; Nontraditional Students; Postsecondary Education; Public Relations; *Technical Institutes; *Vocational Education
IDENTIFIERS- *Great Britain

This publication on the importance of further education is one in a series of booklets written specially for managers in further and higher education in the United Kingdom. The series is intended to provide up-to-date information on current issues in vocational education and training, summaries of key research

PUB DATE- Dec 91
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Community Organizations; Consumer Education; Cooperative Education; Criminals; Curriculum Development; Disabilities; Disadvantaged; Displaced Homemakers; Federal Aid; Federal Legislation; Home Economics; Industrial Arts; Job Training; One Parent Family; Postsecondary Education; Professional Development; *Program Improvement; Retraining; School Counseling; Secondary Education; Sex Fairness; Skill Development; *State Programs; Student Organizations; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *New Hampshire; Technology Education

This performance report summarizes New Hampshire's use of federal vocational education funds for fiscal year 1991. Three sections on vocational education opportunities correspond to the categories of Carl D. Perkins Act funds: accomplishments under Title II-A; accomplishments in program improvement under Title II-B; and accomplishments in special programs under Title III-A and B. Section 1 addresses services to the following populations: handicapped students; disadvantaged students; adults in need of training and retraining; single parents and displaced homemakers; sex equity; and criminal offenders in correctional institutions. Section 2 reports on the following secondary formula funds; professional and curriculum development; guidance and counseling; industrial arts/technology education; vocational student organizations; improving basic skills; and business and industry partnerships/cooperative education. Section 3 discusses community-based organizations and consumer and homemaking education. Program discussions may contain case studies and outcomes. Three appendices are included: (1) fiscal year (FY) 1990 enrollments of students served by Title II and Title III of the Perkins Act by funding categories; (2) FY 1990 secondary enrollments by program area; and (3) FY 1991 postsecondary enrollments by program area. (NLA)

ED 341 866 CE 060 410

Vitzthum, Edward F.
Cooperative Extension Programming: A Vision for the Year 2000.
PUB DATE- Oct 91
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Montreal, Quebec, Canada, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; Agricultural Education; Agricultural Production; Economic Change; *Extension Education; Futures (of Society); *Organizational Change; Organizational Objectives; *Program Improvement; Rural Farm Residents
IDENTIFIERS- *Cooperative Extension Service

Economic and demographic changes have affected Cooperative Extension programing. At its inception, extension's primary clientele were rural community members in production agriculture. Although extension has been urbanized, it remains agricultural. Recent declines in farm numbers are due to economic distress, environmental concern, the energy crisis, the desire to have more achievement, respect, and freedom from money are associated with several signs of stress in life. Age was negatively correlated with budget. Males tended to perceive that money represented achievement and respect more than females. The leisure ethic was not related to any factors of the MES. People process information in a way that is consistent with their inner values and their own experiences. People's attitudes towards money can be recognized as one of the many frames that people use in everyday life. (ABL)

ED 341 885 CG 023 980

Tang, Thomas Li-Ping
A Factor Analytic Study of the Protestant Work Ethic.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Convention of the Southwestern Psychological Association (37th, New Orleans, LA, April 11-13, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; Foreign Countries; Higher Education; *Medical Students; *Work Ethic
IDENTIFIERS- *Taiwan

It has been suggested that the Protestant Work Ethic (PWE) is a multidimensional concept. The concept of PWE has been examined in many different samples and societies. Very little research has been done concerning the factor structure of the PWE scale in a Chinese sample. This study examined the factor structure of the PWE scale in a sample of medical students (N=115) in Taiwan. The 19-item PWE scale was administered to these students. The subjects were asked to rate each item on a 7-point scale. Data were subjected to principal components factor analysis. Four factors were identified: hard work, internal motive, asceticism, and leisure. The factors of hard work, asceticism, and leisure were closely related to three factors revealed in Furham's previous research. However, factors such as religion and morality and independence from others were not found in this study. This is probably caused by the fact that seven measures of the PWE were used in Furham's research and only one measure was used in this study. Future research may compare the endorsement of the PWE in different groups and populations in the same or different cultures or societies. (ABL)

ED 341 886 CG 023 981

Mohai, Caroline E.
Are School-Based Drug Prevention Programs Working? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Drug Abuse; Elementary School Students; Elementary Secondary Education; *Prevention; Program Design; *Program Effectiveness; *School Activities; Secondary School Students
IDENTIFIERS- ERIC Digests

The effectiveness of many specific drug prevention strategies is not known yet, primarily because of poor program evaluation test and follow-up. There was not significant difference between the group's self-reported riding with a drinking driver. Results for the experimental group in the English cohort showed that: (1) curriculum significantly increased knowledge measures; and (2) riding with a drinking driver for students in the experimental group did not decrease. The number of students who had ridden with a drinking driver in the last 30 days increased for both the English and the social studies groups. To conduct the same kind of long-term evaluation as for the Social Studies classes, the 1 year follow-up results of the first English experimental group are compared with the 1 year follow-up measurements of the Social Studies control group. (LLL)

ED 341 906 CG 024 001

Guidance and Counselling: A Sample of Resources for Alberta Schools. Monograph Number 8.
PUB DATE- Dec 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary School Students; Elementary Secondary Education; Foreign Countries; *School Counseling; School Counselors; *School Guidance; Secondary School Students
IDENTIFIERS- Alberta

This overview of program and monitoring resources for elementary, junior high, and senior high school guidance and counseling programs is intended to assist school districts in examining the role and function of their school counselors and their various program dimensions. The guide was prepared through discussions with school counselors and central office directors of guidance and counseling. Resources are organized in the following manner: (1) index of distributors; (2) alphabetical listing of resources; (3) elementary resources; (3) secondary resources; (4) affective/social skills resources; (5) catalogs and list of distributors; (6) Alberta education centers; (7) periodicals and curriculum materials for guidance and counseling; and (8) Alberta education documents reference list. The sections on elementary and secondary resources contain a description of the resource, including the type of medium, such as film, computer software, video, print, audio tape, filmstrip, print, or kit. Information is also given about the distributor. The affective/social skills resources are alphabetically listed according to title. For each resource, information is provided about the distributor, and the format. This listing does not indicate the explicit or implicit approval or recommendation of the Alberta Education. However, some resources have been authorized by Alberta Education, and are indicated with an asterisk. (LLL)

ED 341 907 CG 024 003

Straus, Murray A.; Kantor, Glenda Kaufman
Physical Punishment by Parents: A Risk Factor in the Epidemiology of Depression, Suicide, Alcohol Abuse, Child Abuse, and Wife Beating.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- 11 Dec 91
NOTE- 22p.

21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; *Conflict; *Employed Parents; *Family Life; *Flexible Working Hours; Foreign Countries; Homemakers; *Mothers; Public Policy; *Work Environment
IDENTIFIERS- Canada; *Division of Labor (Household); Family Work Relationship

In the past 20 years, the percentage of married women in the Canadian labor force has risen dramatically. Despite women's increased participation in the labor force, child care and housework are still largely done by women. While the difficulty of combining work and family responsibilities can result in work/family conflicts, a variety of strategies can be employed to manage such conflicts. Some strategies involve the type of employment a parent chooses while the children are young. Often strategies employed by women for managing work/family conflicts include: working part-time rather than full-time while the children are young, choosing work that can be easily obtained or left, working at home, and choosing shift work so that one parent is always available to care for the children. Other strategies involve continuing to work full-time, but spending less time sleeping or in leisure activities, reorganizing gender roles to share housework and child care more equitably, and alleviating role strain by having no children or fewer children. While legislative changes and workplace and family negotiations also can be used to alleviate work/family conflicts, the present economic climate makes such changes and negotiations difficult. Unions and employees' associations will have to negotiate leave packages or flexible working hours instead of higher wages. In addition, voters need to make their governments aware of the extent of work/family conflicts and the consequences of not dealing with them. (NB)

ED 341 927 CG 024 024

Humphreys, Keith; And Others
Substance Abuse Treatment Agencies and Self-Help Groups: Collaborators or Competitors?
PUB DATE- 17 Aug 91
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; *Drug Rehabilitation; *Self Help Programs; *Substance Abuse

While self-help groups such as Alcoholics Anonymous are becoming more integrated into the professional substance abuse treatment network, many professionals are still hesitant to encourage clients to attend self-help groups after treatment. This study examined what factors predict the degree of cooperation between professional agencies and self-help groups for substance abusers. Nine agencies in which most of the clients attended self-help groups after treatment were compared to nine agencies in which clients rarely attended self-help groups. The clinical services supervisors of the 18 agencies and staff members (N=247) served as informants. Clients (N=470) admitted to the agencies were interviewed at intake and, at follow-up, they reported on their self-help involvement. The results revealed

The paper establishes the theoretical basis, examines the subject matter in detail, and makes a proposal for quantification and measurement operations for an empirical inquiry. It concludes with some discussion about the connection of the study and education for the development of social skills. The structure measure, function and dynamism measures, and a background information measure in Finnish are appended. (Author/NB)

ED 341 945 CG 024 042

Freeman, John G.; And Others
Anger Management for At-Risk Youth.
PUB DATE- Jan 92
NOTE- 16p.; Paper presented at the Meeting of the National Consultation on Vocational Counselling (18th, Ottawa, Canada, January 21-23, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Anger; Behavior Modification; Cognitive Restructuring; *Counseling Effectiveness; *Counseling Techniques; Foreign Countries; High Schools; High School Students; *Young Adults

This paper focuses on the development of a counseling intervention for use with youth in managing their anger. The anger-management materials described combine elements of a cognitive-behavioral approach with a process orientation to help at-risk youth maintain a career. It is noted that students are taught a strategy for dealing with anger and that, through a series of activities, students move from a controlled situation with scaffolding provided by the teacher to an internalization of the strategy. The strategy presented is called CALMER, with each letter of the name representing a step for students in managing their anger: (1) C stands for Check that there is a problem; (2) A means Assess the problem; (3) L is for Listing the possible solutions; (4) M means Make a choice; (5) E represents Evaluate; and (6) R stands for Repeat-if-necessary. Student activities that involve the strategy include brainstorming, discussion groups, making posters, and role-playing. Three evaluations of the counseling intervention have been completed and are reported in this paper--two in individual counseling situations and one in a small-group setting. The evaluations note that, in each case, the students showed evidence of learning the strategy and also of the ability to employ the anger-control procedures in the classroom setting. Anecdotal evidence from tape transcripts are used to illustrate specific instances of the counseling intervention's utility. (Author/NB)

ED 341 946 CG 024 043

Billings, Maralyn; Kunkel, Mark A.
Research Themes in Counseling Psychology: A Concept Map.
PUB DATE- Aug 91
NOTE- 29p.; Paper presented at the Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Models; *Organization; *Psychology;

Feng, Jianhua
Match or Mismatch: The Relationship between Teachers' Beliefs about Reading and Their Reading Instructional Practices.
PUB DATE- 90
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Education; Literature Reviews; *Reading Instruction; *Reading Research; *Teacher Behavior; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Reading Concepts; Reading Theories

This paper reviews recent research concerning the relationship between teachers' theoretical orientation about reading and their reading instructional practices. The paper first describes three major clusters of theoretical reading instructional approaches: phonics orientation, skills orientation, and whole language orientation. It then reviews research that indicates that theoretical orientation is the dominant factor in determining how teachers act during reading instruction, and research that indicates a more complex relationship regarding the connection between theory and practice in the teaching and learning of reading. The paper concludes that studies of theory-practice relationships in the teaching of reading have produced inconclusive findings: although some studies have found that teachers adhere to their theoretical model during reading instruction, other studies have found that teachers' theoretical orientations were reflected in practice, but only after being modified by higher priority concerns. Thirty-nine references are attached. (RS)

ED 341 967 CS 010 843

Hanson, Ralph A.; Siegel, Donna Farrell
The Effects on High School Seniors of Being Taught To Read in Kindergarten. Technical Report #1.
PUB DATE- 88
NOTE- 265p.; For follow-up study, see ED 323 494. Some research material may be only marginally legible because of poor quality. Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *High School Seniors; *Instructional Effectiveness; Kindergarten; Longitudinal Studies; *Reading Achievement; Reading Attitudes; *Reading Instruction; Reading Research

A study examined the effects of receiving formal reading instruction in kindergarten to 3,959 high school seniors from 24 school districts in 10 states. Over one-third of the subjects attended elementary schools that implemented a carefully developed beginning reading program in their kindergarten class back in 1973. Students from disadvantaged backgrounds were over-represented in the study. Data included measures of the amount of kindergarten reading instruction provided in each classroom in 1973-74; measures of students' family background and educational history variables as high school seniors; and measures of students' reading interests and competencies as high school seniors. A series of comparative analyses examined the relationship between kindergarten reading and subsequent school performance. Results indicated that kindergarten reading experiences were consistently associated with higher reading competency, higher grades in school, better

copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Classroom Research; English Instruction; Grade 7; *High Risk Students; *Instructional Effectiveness; Junior High Schools; *Literature Appreciation; *Problem Solving; Reading Instruction; Reading Research; Student Attitudes; Units of Study
IDENTIFIERS- New York (Long Island)

Using instructional system design, a unit of instruction for teaching problem solving through literature to at-risk students was developed to reduce frustrations, increase productive time on task, and show low-achieving students that they can have fun in an English classroom. The target population was a 7th-grade multi-ethnic English class of 28 students ranging in age from 11 to 14 years old, all at the same grade level. Instruction was provided in eight separate lessons, each with its own related, but unique objective. An essay served as a posttest of application of the material learned. A reaction questionnaire measured behavioral and attitudinal changes. Results indicated that: (1) student retention remained high after a 2-month interval; (2) all students learned the problem-solving process and the names of the events of a story; and (3) many students sought reading materials more readily, while others still read only what is assigned. (Five tables and one figure of data are included; a pre-instructional activities sheet, a paper giving the format for instructional strategy, a project planning chart, reproductions of transparencies, definitions of story terms and events, the post learning test and questionnaire, reproductions of flip charts, and a 20-item bibliography are attached.) (RS)

ED 341 988 CS 213 158

Moerler-Lynch, Linda
A Learning Activity for Secondary Level Students in an Introduction to Occupations Class in Improving Written Communication.
PUB DATE- 2 Jun 91
NOTE- 135p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- High Schools; Instructional Effectiveness; Lesson Plans; Noncollege Bound Students; *Vocational Education; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- East Meadow Union Free District NY; *Process Approach (Writing)

Using instructional system design, a learning activity was developed to teach students how to use the writing process to write a persuasive essay. The 20 students involved in the development of the activity attended East Meadow High School in Nassau County, New York, scored low on a standardized test of writing, were enrolled in an "Introduction to Occupations" course, and did not plan to attend college. The instructional unit was designed to take nine 40-minute sessions. The lessons and activities on persuasive writing included a pretest, brainstorming activity, first draft, revision, editing, and a posttest. Evaluation of the learning activity indicated that:

PUB DATE- Nov 91
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dialog Journals; Higher Education; High School Students; *Journal Writing; Junior High School Students; Middle Schools; *Peer Influence; Secondary Education; Student Interests; *Student Journals; Student Motivation; *Student Writing Models; Undergraduate Students; *Writing Instruction
IDENTIFIERS- Middle School Students; Trinity University TX

Over a 6-year period, a secondary level English teachers and a college composition instructor have exchanged their students' journals. After initial introductory exchanges between the groups, the instructors match pairs of students, who then correspond. The teachers attempt to match students of similar interests, and they have found gender mixing produces better writing. Over time, the college students have tended to write more than the younger students, and females have written more than men. At the beginning, students tend to pick "safe" topics, but more personal topics soon begin to slip in. At some point in almost all journals, one partner will give the other advice. This advice does not always come from the older partner. The pleasure students derive is reason enough for the journal exchange. For secondary students, the journals also give letter writing and vocabulary building practice. Both classrooms benefit from spontaneous peer review and the insights the journals provide on individual students. Both groups learn from the modeling that partners' writing provides and both learn audience sensitivity. All students reach the point where they want teachers to leave them alone so they can write without being judged. (One table and 21 endnotes are included; 37 references are attached.) (SG)

ED 342 008 CS 213 188

Kizza, Immaculate
Black or Standard English: An African American Student's False Dilemma.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bidialectalism; Black Culture; *Black Dialects; *Black Students; Classroom Communication; College English; College Students; *English Instruction; Higher Education; Language Role; Social Dialects; Standard Spoken Usage; *Student Needs
IDENTIFIERS- *African Americans; *Educational Issues

The debate about the use of Black English has been raging for many years, with no real solutions and few practical suggestions to help teachers and African-American students handle the situation in the classroom. Tensions are often heightened by misconceptions about Standard English--that it is a White man's language and necessary for success and that African-American students must surrender part of their culture the most important issue. There is widespread sentiment that mentoring should both promote professional development and help novice coaches "learn the ropes." Furthermore, it is clear that even experienced coaches need mentors sometimes. Mentoring is underutilized, particularly considering that forensics is only as good as its coaches. Retired coaches and mentoring directories are excellent sources of support for forensic professionals. Mentoring should begin in graduate school and continue on novice coaches' home campuses and through forensic organizations. (SG)

ED 342 029 CS 507 722

Johnson, Edward A.
Religious Radio Listening among Brazil's Indians: A Question of Cultural Hegemony and Freedom.
PUB DATE- Oct 91
NOTE- 49p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Community Education; Foreign Countries; *Indigenous Populations; *Mass Media Effects; Mass Media Role; Media Research; Programing (Broadcast); *Radio; Religion; Surveys
IDENTIFIERS- *Brazil; Message Responses; *Religious Broadcasting

A study examined the religious radio listening habits of Brazil's indigenous population. Subjects, 46 linguists (under contract to the Brazilian government to educate the population) who worked with 32 different Brazilian tribes, completed a 16-item survey. Results indicated that: (1) 13-20% of adult Brazilian Indians have access to a radio; (2) these tribespeople can receive an average of over 6 hours per week of intelligible Christian radio programming, with the average tribesperson listening to about 1.5 hours per week; (3) the most popular radio format in religious programming was traditional Brazilian religious music, followed by contemporary religious music; and (4) religious programming apparently has only a small impact on the religious practices, beliefs, and lifestyles of Brazilian Indians. Findings suggest that radio in Brazil is a free marketplace of ideas rather than a hegemonic monopoly. (Twenty-two graphs and 26 tables of data are included; all written responses to the survey and 27 references are attached.) (RS)

ED 342 030 CS 507 723

Buchmann, Margret
Reason and Romance in Argument and Conversation. Occasional Paper 136.
SPONS. AGENCY- Michigan State Univ., East Lansing.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Persuasive Discourse; *Verbal Communication
IDENTIFIERS- *Conversation; Discourse Aims

The need to approach knowledge and action throught the structures of language requires consideration of the forms of communication. Talk can bring out the context-bound, partial, PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Community Attitudes; *Community Surveys; *Educational Attitudes; *Educational Environment; Educational Objectives; Elementary Secondary Education; Parent Attitudes; Private Schools; Public Schools; *School Attitudes; School Districts; *School Involvement; School Organization; *School Surveys; Student Attitudes; Teacher Attitudes

IDENTIFIERS- Phi Delta Kappa

This study sought to determine characteristics of schools and districts that enjoy the public's strong confidence and to explore how these characteristics are created and retained. A screening procedure produced useable data from 181 "high-confidence" public schools, 30 private schools, and 45 school districts. As part of a preliminary pilot study, open-ended questions were administered to community members in three separate nonrandom surveys conducted to obtain data on gain/lose confidence issues. Responses from the three surveys were categorized and ranked separately and results were used to refine the school based "Confidence Questionnaire" that was sent to high confidence schools and districts. Tables and charts present survey data throughout the report. Results indicated a "people dimension" to high-confidence schools. School personnel (teachers and administrators) are the most important sources of impressions, the most influential in conveying them, and the primary sources of information. Results also demonstrated that high-confidence schools value matters that community respondents claim increase confidence. Other results include the following observations: High confidence schools (1) have clear purposes worked out between and communicated within school and community; (2) are safe and orderly; (3) employ regular needs sensing; (4) have considerable parental and community involvement; (5) exhibit openness, warmth, and caring; (6) have instructional and extracurricular "extras" and word hard at building and retaining the confidence of their publics. Two reference pages and appendices showing the coding systems used for the pilot study and for the school based questionnaire complete the report. (CJH)

ED 342 049 EA 019 382

Carpenter, DeeDee Currier

Minnesota Superintendents' Perceptions of Their Role and Influence in School Board Agenda Setting.

PUB DATE- Feb 87

NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 20-23, 1987). Adapted from a Ph.D. Thesis, University of Minnesota. Some pages contain light print.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; Administrator Role; *Agenda Setting; Board of Education Policy; Decision Making; Elementary Secondary Education; *Governance; Interviews; Leadership; Political Influences; *Politics of Education; Power Structure; Research Needs; *Role Perception; School Districts; School District Size; Social Science Research; *Superintendents; *Systems Analysis

IDENTIFIERS- Easton (David); *Minnesota

This study of the school board agenda-setting role among 30

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; Developing Nations; *Double Sessions; Elementary Secondary Education; *Extended School Day; *Flexible Scheduling; Foreign Countries; Full Day Half Day Schedules; Policy Formation; *School Schedules

Drawing on the experiences in a wide range of countries, this book highlights the advantages and problems of multiple-shift educational systems. Practical suggestions are offered for more effective operation of schools caught in the conflict between extending access and minimizing unit costs and maintaining educational quality. Following an introduction that defines multiple-shift schooling and outlines its purposes, part 1 presents a framework for analysis, with attention to multiple-shift schooling models and three types of cost analysis. Part 2 discusses the policy-making process with regard to economic, educational, and social factors. Strategies for making schools work are presented in the third part, which involve school organization and scheduling, staffing and management, and maintaining educational quality. Part 4 offers suggestions for: (1) identifying priorities; (2) assessing cost effectiveness; (3) recognizing the possibility of different policies for different levels; and (4) considering the social context in policy implementation. One table, illustrations, and case study material in separate boxes accompany the text. The annotated bibliography lists 17 references. (LMI)

ED 342 068 EA 023 613

The Path to a Quality Education for All Texas Students. Final Report of the Governor's Task Force on Public Education.
PUB DATE- 27 Feb 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; Property Taxes; *Public Education; Resource Allocation; *School Restructuring; *State Legislation
IDENTIFIERS- *Fiscal Neutrality; *Texas

On November 9, 1989, Governor William P. Clements, Jr., established a Task Force on Public Education and charged it to develop a blueprint for restructuring public education in Texas. The state public education system is under taxpayer pressure to improve performance and under court order to correct funding inequities. This report describes the task force's recommendations for legislative action to move Texas toward a fiscally neutral, quality education for all students. The task force defined and recommended a set of funding principles to be implemented as state policy, along with a specific funding plan to meet these objectives. The task force also recommended fundamental changes in governance and accountability structures within the system, methods of determining the costs of delivering educational services, and the process measuring and rewarding educational performance. Following a brief history of educational reform in Texas, 28 general and 9 funding system recommendations are presented. The final section addresses funding plan design considerations and introduces the four tables involving task force parameters, forecasts, and results and wealth neutrality measures. An models to student gains in achievement, intergroup relations, and self-esteem. David Johnson and Roger Johnson's meta-analysis shows the superiority of cooperative learning strategies in promoting student achievement and identifies factors influencing group success or failure. Elizabeth Cohen's article argues that cooperative learning's survival depends on developing new curriculum materials, addressing student status problems, and creating collegial and administrative support systems for teachers. Daniel Solomon's study of cooperative learning in a longitudinal Child Development Project shows that K-4 students in three program schools exhibited more socially responsive behavior and concern for democratic values that their peers in control schools. (MLH)

ED 342 089 EA 023 683

Howard, Eugene R.; Keefe, James W.
The CASE-IMS School Improvement Process.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Strategies; *Computer Software; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Management Information Systems; Outcomes of Education; *Planning; Satisfaction
IDENTIFIERS- *Outcome Based Education

Responding to the need for a validated school improvement process, the National Association of Secondary School Principals sponsored the development of the Comprehensive Assessment of School Environments (CASE) Information Management System (IMS). The CASE-IMS computer software profiles 34 district and school variables, including climate, satisfaction, and 6 student outcomes. Data can be compared with validated national standards and cross-group analyses comprised of student, teacher, and parent perceptions of climate and satisfaction. Variables are keyed to an extensive bank of school improvement interventions that can assist local school planning and decision-making. This monograph describes the system's major components and provides specific recommendations for managing the change process. Chapter 1 briefly describes the development of the CASE-IMS model, highlighting its conceptualization, instrumentation, piloting, and computerization phases. Chapter 2 details the school improvement process and outlines program management steps, including forming the school improvement management team, raising awareness, collecting baseline data, performing the assessment, interpreting the data, setting priorities and planning, organizing and coordinating task forces, and evaluating the improvement process. Chapter 3 describes how four pilot schools in Washington, Massachusetts, and Virginia demonstrated the feasibility of using CASE instruments and processes for managing change. Two appendices furnish ordering information and list characteristics of successful school improvement task forces. (MLH)

ED 342 090 EA 023 684

This research acts as a framework for further study and investigations, and includes five recommendations for the focus of future research. Also included are a model of the path of parent-school conflict and three appendices: (1) request for permission to conduct research; (2) guidelines for selection of subjects; and (3) interview questions. (21 references) (LAP)

ED 342 110 EA 023 727

Davidson, Betty M.; Allen-Haynes, Leetta
University Facilitation of School Restructuring: Critical Milestones for Organization Transformation.
PUB DATE- Jan 91
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 30, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Educational Cooperation; Elementary Education; Higher Education; *Organizational Change; Program Development; *School Restructuring
IDENTIFIERS- *Accelerated Schools; *Louisiana

Critical milestones in the university facilitation of meaningful school reform in schools serving at-risk students--schoolwide assessment, cadre-based planning, and pilot testing of new strategies--are examined in this paper. A training and facilitation mechanism developed by the University of New Orleans' (UNO) Louisiana Accelerated Schools Network is described, in which local universities act as change agents in school/university partnerships for implementation of the project. Included are discussions of the change process and suggestions for promoting collaboration and leadership styles, and for developing a training format. Program benefits include university facilitation and dual emphasis on student achievement and professional development. One figure is included. (20 references) (LMI)

ED 342 111 EA 023 729

Cambron-McCabe, Nelda H., Ed.
Case Citations 1992, Twelfth Series: Employment.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Collective Bargaining; Court Litigation; *Dismissal (Personnel); Due Process; Elementary Secondary Education; *Employment; Equal Opportunities (Jobs); *Legal Responsibility; *Personnel Evaluation; School Law; *Torts

Collected case citations are organized in five major sections with brief summaries of relevant cases in subcategories followed by a table of cases cited. The major sections are as follows: (1) "Employment in General" (William Gordon); (2) "Termination of Employment" (Alan Robertson); (3) "Staff evaluation" (Virginia Helm); (4) "Tort Liability" (William Evans, Jr.); and (5) "Collective Bargaining" (Charles Russo). An index alphabetically lists the subjects by series (1 through 12) and by number in the series. (MLF) response rate. Respondents were asked about the extent of discipline problems within their schools and the nature and effectiveness of their schools' current policies and drug education programs. Data are presented by instructional level, type of school location, enrollment size, region, and percentage of students receiving free or reduced-price lunches. After a list of definitions, 17 statistical tables illustrate the problems in schools, disciplinary actions, services and procedures, limitations to maintaining order and discipline, programs and policies, drug use education, and community support. Highlights of the findings include the following facts: (1) student alcohol use was considered a serious or moderate problem by 11 percent of all public school principals; (2) over 90 percent of public schools--both elementary and secondary--offer referrals to social services outside the school system for disruptive behavior; and (3) general discipline programs and policies were considered to be highly effective in reducing disruptive behavior by 33 percent of public school principals. Appendices contain standard error tables and the questionnaire. (LMI)

ED 342 132 EA 023 764

Augenblick, John; And Others
School Finance: A Primer. A Practical Guide to the Structural Components of, Alternative Approaches to, and Policy Questions about State School Finance Systems.
PUB DATE- Apr 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Financial Support; Public Schools; *School Funds; *State Aid

Although school funding structures are similar in many ways across the states, no two states have school finance systems that are precisely the same. School finance systems which are used to achieve multiple objectives, must consider characteristics of numerous school districts, distribute large amounts of money, and have developed incrementally over long periods. Given the multiple goals that every state's school finance system is trying to achieve and the large number of districts such systems must consider, it is not unexpected that they would be somewhat complicated. In most states, there are few legislators, legislative staff, educators, academics, and the general public who are familiar with the intricacies of school finance. This document functions as a guide to understanding the complexities of school finance systems, in an effort to encourage more policy makers to become familiar with and to take an interest in school finance. It contains a quick lesson in the development of school finance systems, a brief overview of the goals on school finance systems, a short discussion of the relationship between the structure of school finance systems and school finance litigation, and an organized description of the various components of school finance systems. Examples use simple arithmetic and describe the various calculations undertaken. A glossary is appended. (LAP)

ED 342 133 EA 023 765

Archer, Lynda A.; Szatmari, Peter
Eating and Mealtime Problems in Young Autistic Children: Prevalence and Correlates.
PUB DATE- Apr 91
NOTE- 25p.; Portions of paper presented at the Biennial Meeting of Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; Behavior Patterns; *Behavior Problems; Behavior Rating Scales; Check Lists; *Eating Habits; Foreign Countries; *Incidence; Intelligence; Parent Attitudes; Stress Variables; Young Children
IDENTIFIERS- *Eating Problems (Autism); *Impairment Severity

The Revised Children's Eating Behaviour Inventory, the Parenting Stress Index, and the Krug Autism Behavior Checklist were used to assess eating/mealtime problems and related variables in 33 young high functioning autistic children (mean age 5 years, 3 months), 295 normally developing children (mean age 5 years, 8 months) and 11 young boys (mean age 6 years, 2 months) with an identified eating problem. Results showed that 42 percent of the autistic children had a significant eating/mealtime problem. The presence of eating/mealtime problems was positively correlated with parent reports of greater severity of autistic behaviors and greater perceived stress in the parenting role but not with the child's intelligence level. Clinical implications suggest the need for clinicians to be sensitive to the possible presence of eating/mealtime problems and to provide the necessary assessment and treatment. (16 references) (DB)

ED 342 151 EC 300 910

Kahn, Victoria
Using Clay Therapy To Change Negative Behaviors.
PUB DATE- 88
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Materials; *Art Therapy; Behavior Change; Behavior Problems; *Ceramics; Childrens Art; *Disabilities; Elementary Secondary Education; Emotional Disturbances; Lesson Plans; Student Educational Objectives
IDENTIFIERS- *Clay Therapy

This manual describes a clay therapy program appropriate for use with students having a variety of exceptionalities and in an age range from 6 to 18 years. Organization and staffing are briefly discussed followed by a list of long range goals (affective, motoric, and aesthetic), suggestions for clay therapy implementation to achieve these goals, and a brief description of materials and equipment. Six lesson plans provide detailed instructions for making a pinch pot, making a coil pot, introducing glazing, using the slab technique, sculpting animals, and additional glazing. Suggestions for advanced lessons are also included. An appendix describes use of the clay therapy program in seven settings (e.g., adolescent unit of a state mental hospital, a residential school, and a special education class) involving students with moderate to

1 year out of high school; 166 from this same class were interviewed 3 years out of school. Three hundred twenty-two students from the class of 1985 were interviewed 1 year out of high school and again 3 years out of high school. Results are reported in terms of: (1) general status information, such as marital status and living arrangements; (2) information about those competitively employed versus working in sheltered workshops (wages earned, hours worked per week, fringe benefits received); (3) "successful" adjustment relative to specific criteria; and (4) a comparison across graduating classes and between years 1 and 3. Data are presented for the total group, by gender, and by program model (resource program, special class with either much or little integration, and self-contained special class). Among many findings were the following: after 3 years, 18.5 percent met the low criteria for success and only 3.9 percent met the high standard; there were only minor differences between males and females; and students from resource programs were more successful than those from more restrictive programs. (Author/DB)

ED 342 171 EC 300 930

Working with Young Handicapped Children--The Way Ahead.
Proceedings (Hong Kong, November 17-18, 1989).
PUB DATE- Nov 89
NOTE- 127p.; The title is also given in Chinese.
LANGUAGE- English; Chinese
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- *Autism; Behavior Problems; Curriculum Development; Delivery Systems; *Disabilities; *Early Intervention; Educational Trends; Foreign Countries; *Handicap Identification; Labeling (of Persons); Parent Participation; Preschool Education; Prevention; *Program Development; *Special Education; Student Evaluation; Student Placement; Teaching Methods; Transitional Programs
IDENTIFIERS- *Hong Kong

this monograph presents the proceedings of a symposium on early childhood special education. The proceedings stress: (1) the importance of a family-centered approach in early intervention; (2) the need for more parents' participation; and (3) the value of continuity and coordination in service provision. After the text of a brief opening speech by Lady Wilson, texts of the following plenary session speeches are provided (in both English and Chinese): "Recent Trends in Early Intervention" (M. J. Guralnick); "Early Identification, Assessment and Placement" (Rose Mak); "Parents' Roles and Involvement in the Training of Handicapped Children" (Joseph Lau); "Policy and Current Trends of Special Education in Hong Kong" (Ruth Lau); "Autism: Current Concepts, Research Findings and Implications for Services" (M. Rutter); "The Management of Autism in Hong Kong--Challenges and Directions" (C. K. Wong); "A Parent's Experience in Training Autistic Children" (L. C. Fung); and "Suggestions for Developing Services for Autistic Persons" (Wan Sing hin). Workshops on the following topics are briefly summarized: sharing of experience in training autistic children; the implications of categorization versus noncategorization in the training of handicapped children; prevention and management of behavior problems; helping parents of handicapped children; teaching methods and curriculum design in integrated/special preschool settings; and linkages between child care centers and special schools to foster child and parental adjustment. A final sharing session looked at major speakers' impressions of

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cognitive Processes; *Disabilities; *Educational Technology; Elementary Secondary Education; Financial Support; Government Role; *Instructional Effectiveness; Instructional Innovation; Microcomputers; Problem Solving; Reading Comprehension; *Reading Instruction; Reading Research; *Research and Development; Research Needs; Special Education; Systems Approach; Teacher Role; Technological Advancement; Theory Practice Relationship; Word Processing; *Writing Instruction; Writing Research
IDENTIFIERS- *Office of Special Education Programs

This paper proposes four scenarios to guide future research investments by the federal Office of Special Education Programs in classroom uses of instructional technology for learners with disabilities. Sets of research and development activities to promote effective use of technology are proposed for: (1) reading instruction; (2) writing instruction; (3) problem solving instruction; and (4) distributed cognition. Introductory material provides the rationale for choosing these themes. A 1- to 3-year agenda is suggested for research on reading and writing. Stressed for research on reading instruction are the use of technology to support reading comprehension instruction and the use of technology with students of differing skill and age levels. Also recommended is development of new instructional technology tools in reading. Research in writing instruction should address questions concerning the conditions under which word processing helps writing, facilitating writing collaboration, and instructional effects with disabled students. Increased development of writing instruction tools is also recommended. A 3- to 8-year agenda is suggested for research on problem solving and cognition. Proposed research questions for the problem solving area include identifying domain specific problem solving skills and behaviors and integration of problem solving instruction into content area subjects. Recommended for research into distributed cognition are questions about knowledge representation in technology based systems and instruction for optimal use of knowledge systems. (158 references) (DB)

ED 342 191 EC 300 950

Edgar, Eugene; Vadasy, Patricia F.
Research Strategies To Improve the Outcome of Secondary Special Education Programs for Mildly Handicapped Students: System Support Strategies.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 52p.; For related documents, see EC 300 948-951.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling; *Educational Change; *Education Work Relationship; *Evaluation Methods; Extended School Year; Family Programs; Formative Evaluation; Government Role; Health Services; High Schools; Mentors; *Mild Disabilities; Multicultural Education; *Outcomes of Education; Placement; *Pupil Personnel Services; Quality of Life; Research and Development; Research Needs; Services
IDENTIFIERS- Case Management; Office of Special Education Programs

This paper proposes system supports to improve the post-school appreciation; (12) information, assistance, and referrals for Cambodian students and their parents; (13) teacher and administrator training to assist special-needs LEP children; and (14) a summer enrichment program in cross-cultural communication. (MSE)

ED 342 208 FL 018 289

Rubenstein, Dorothy J.; Rothman, Sylvia
Spanish Immersion Program Needs Assessment Survey. I. For Parents and II. For Teachers and Results of the Culver City Spanish Immersion Program 1987 Neeeds Assessment .
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Elementary Education; *Immersion Programs; *Needs Assessment; *Parent Attitudes; *Program Effectiveness; Program Evaluation; *Spanish; Surveys; *Teacher Attitudes
IDENTIFIERS- *Culver City Public Schools CA

The results (compiled in 1989) of two studies relating to the Culver City (California) Spanish Immersion Program are presented. The program, begun in 1971, provides immersion education for kindergarten through fifth grade and is articulated with a middle school program for immersion students. In 1987, two surveys gathered parent and teacher perceptions of the program's strengths and weaknesses. The first of the two documents consists of the survey instruments. The second document summarizes the survey results as compiled for presentation to parents, teachers, and administrators. The quantifiable results of the parent survey are presented in chart form, and specific written comments are quoted or paraphrased. Parent comments were sought concerning specific aspects of the English reading and language arts curriculum, the Spanish language and content area curriculum, homework, goals, program areas of strength and weakness, and areas of concern or interest. The teacher survey sought comments from immersion teachers concerning the program's philosophy and goals, teacher training, program planning and evaluation, characteristics of immersion students, needs, and aspects of interest or concern. (MSE)

ED 342 209 FL 019 252

Ingram, D. E.; Wylie, Elaine
Developing Proficiency Scales for Communicative Assessment.
PUB DATE- 5 Dec 89
NOTE- 21p.; Abridged version of a paper presented at the National Assessment Consultation for the National Assessment Framework for Languages at Senior Secondary Level (Sydney, Australia, December 5, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communicative Competence (Languages); Foreign Countries; *Language Proficiency; *Language Tests; *Rating Scales; Secondary Education; *Second Languages; *Test

PUB DATE- 91
NOTE- 13p.; Journal is subtitled "Anuario del Departamento de Filologia Espanola y sus didacticos, Universidad de Cordoba."
LANGUAGE- Spanish
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *English for Science and Technology; Foreign Countries; Higher Education; *Inferences; Learning Strategies; *Sciences; *Spanish Speaking; *Vocabulary
IDENTIFIERS- Spain

This article outlines strategies for the inferring of English scientific terms by Spanish speakers. The article considers factors affecting the process of inference, the use of context morphology, and word origin in inferring word meaning. (SR)

ED 342 232 FL 020 017

Starets, Moshe
Les attitudes des eleves acadiens neo-ecossais a l'egard du francais et de l'anglais au Canada (The Attitudes of Nova Scotian Acadian Students with Regard to French and English in Canada).
PUB DATE- 91
NOTE- 168p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *English; Ethnic Groups; Foreign Countries; *French; High Schools; High School Students; *Language Attitudes; *Student Attitudes; Surveys
IDENTIFIERS- *Acadians; Canada; *Nova Scotia

The second of three sociolinguistic studies of Nova Scotian Acadian attitudes, this volume focuses on the language attitudes of high school juniors and seniors, especially in comparison with their parents' attitudes. It draws on parent data accumulated for the first study. The sample consisted of 216 students in 2 regions, comprising about one-fourth of the Acadian student population in those grades. Subjects were administered a questionnaire of 89 items concerning socioeconomic and language background, language use, and language-related opinions. The results are presented and analyzed in detail in three sections dealing respectively with: (1) attitudes concerning French and English language, cultures, and communities inside the region, within Canada, and in general; (2) the role of French and French-English language competence for Acadians and anglophones in the workplace; and (3) languages in school, including the best methods for language learning, language of instruction, and English second language instruction in francophone schools. Each section has its own appendixes containing questionnaire data. It is concluded that in this population of students and parents, affective attitudes toward both languages are very positive. A brief analysis of results by region, native language, language of home use, and socioeconomic status are also presented. The opinion questionnaire and a 48-item bibliography are included. (MSE)

ED 342 233 FL 020 020

Megenney, William W.
Prolegomenos a um estudo da lingua brasileira nos terreiros de origem africana (Prolegomena to a Study of the Brazilian Language of the Voodoo Rites of African Origin).

can assist them in the following ways: producing legally defensible, verified job and job position analyses; making recommendations to improve the quality of their current training programs to reflect actual job requirements; and developing defensible first responder, technician, and specialist certification processes. In addition, the Occupational Safety and Health Administration and the Environmental Protection Agency need more precise guidelines for employers to follow during the certification of their employees in order to minimize the potential for legal challenges. (25 references) (Author/KC)

ED 341 771 CE 060 044

Gaither, Dick; Baker, John
Wizard of Work. V.A. Employment & Training Project. The Magic Continues. Final Report & Project Analysis.
PUB DATE- 91
NOTE- 86p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Employee Attitudes; Employer Attitudes; *Employment Potential; *Employment Programs; Hospitals; *Job Skills; Job Training; Outcomes of Education; *Program Effectiveness; Secondary Education; *Summer Programs; Vocational Maturity
IDENTIFIERS- *Wizards of Work IN

An Indianapolis (Indiana) project gave disadvantaged junior high and high school students summer jobs in various departments of a Veterans' Administration hospital. The project combined work with at least 1 hour per day of computerized instruction in basic mathematics and language, work maturity, and specific job competencies. Rules were strict, and students were terminated for violating rules or missing work without a valid reason. Supervisors were always present to resolve any problems, to help the students, and to assure staff that students were under control. Approximately 50 students initially signed up for the program. Of the 34 students who completed the project, 30 passed a job competence performance survey. More than half the students had perfect attendance, and most of the rest had 90-99 percent attendance rates. Hospital supervisors were very pleased with most students' performances; many wrote letters of recommendation for their student-trainees, and some supervisors even bought clothes and school supplies for them. Hospital staff expressed interest in repeating the project again the next summer. (This report contains 32 charts and graphs of project results, transparency masters, project forms, publicity materials, letters of recommendation for students, and a certificate of project completion.) (KC)

ED 341 772 CE 060 138

Schlossberg, Nancy K.; And Others
The Mattering Scales for Adult Students in Postsecondary Education.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - General (050)

Education; Vocational Evaluation; *Vocational Rehabilitation; Work Experience Programs
IDENTIFIERS- Illinois

Transitioning Vocational Services (TVS) meets the career exploration, training, and placement requirements of students with special needs in Illinois High School Districts 211 and 214. It serves students enrolled in special education who require assistance with the transition to postsecondary training and/or employment. TVS targets wards of the state, youth with limited proficiency in English, dropouts, and economically disadvantaged youth for transition-related assistance. TVS helps students with special needs target postsecondary goals through formalized transition planning. A three-level assessment format is used to determine individual vocational, career, and training needs. Students with goals to develop work behaviors essential to entry-level community employment may be referred to the TVS Transitional Lab, which provides students with a structured work experience before they attempt a competitive job within the community. In-school and community-based job training sites are tailored to individual interests and abilities in order to provide each student with concrete experiences upon which to base career decisions. TVS provides ongoing career guidance and counseling. Students considered ready for competitive employment receive job placement services throughout the year preceding graduation. TVS programs and services require ongoing communication and collaboration with community services, parents, businesses, and local adult service providers. (Contacts for further information are listed.) (YLB)

ED 341 791 CE 060 255

Ruhland, Sheila K.
The Implementation of Program Evaluation Recommendations in Wisconsin Technical Colleges.
PUB DATE- 10 Dec 91
NOTE- 26p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; Change Strategies; *Evaluation Utilization; Marketing; Orientation; *Program Evaluation; *Program Implementation; Resistance to Change; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Wisconsin

Implementation of program evaluation recommendations should persuade people that the rewards of an evaluation outweigh the reasons for resistance. A study was undertaken with the following purposes: identify facilitators and barriers to the implementation of program evaluation; determine the proportion of recommendations made in each of the nine major areas of the evaluation used for Wisconsin two-year technical college programs; and identify which areas had recommendations implemented most and least frequently. Nine evaluation areas were studied: general issues; curriculum content; instruction; faculty; counseling and support services; student organizations; advisory committee; facilities, equipment, and resources; and other. Study population consisted of 16 district directors, instructional services deans, curriculum coordinators, department deans, and instructors from 4 Wisconsin technical colleges. The program selected for study was the Associate Degree in Marketing. Program evaluation

Developing Literacy for the Workplace.
PUB DATE- 10 Dec 91
NOTE- 27p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Curriculum Development; *Educational Needs; Educational Practices; *Literacy Education; Postsecondary Education; *Program Evaluation; *Teaching Methods
IDENTIFIERS- *Workplace Literacy

This paper presents a case and some ideas for integrating basic skills development with occupational training. Explaining why traditional instructional methods do not work in the workplace, the paper summarizes learning theories that support work force literacy programs. It explains how to identify the skills needed in the workplace, provides suggestions on developing a curriculum for workplace learning, and suggests a model for applying the best teaching practices in instruction. Steps in the model are as follows: focus/awareness, modeling, group practice/cooperative learning, independent practice and assessment, and closure. The paper also suggests some program evaluation methods. The paper includes the following information: (1) list of competencies and skills from the report of the Secretary's Commission on Achieving Necessary Skills (SCANS); (2) applications of reading skills in the workplace; (3) applications of writing skills in the workplace; (4) applications of computation and problem-solving skills in the workplace; (5) communication and interpersonal skills in the workplace; (6) a literacy task analysis for auto mechanics; (7) transparency masters for models of instructional techniques and curriculum development; (8) a curriculum outline; (9) sample pages from an automobile mechanics curriculum; (10) a forecast readability exercise; (11) the Cloze Readability Procedure; and (12) a program evaluation model. Twenty references are listed. (KC)

ED 341 810 CE 060 292

Royce, Sherry, Ed.
The ABLE Sampler. A Professional Development Guide for Adult Literacy Practitioners.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Adult Educators; Adult Learning; *Adult Literacy; Book Reviews; Classroom Techniques; Disabilities; Educational Administration; Educational History; Educational Philosophy; Educational Resources; Educational Strategies; Females; Guides; Illiteracy; Information Sources; Literacy Education; Minority Groups; *Professional Development; Teaching Methods

method of data collection. Individual job analysis reports are evaluated and grouped, based on analysis of tasks performed, for use in formulating and writing occupational definitions. (YLB)

ED 341 829 CE 060 324

Dickey, De
Project L.E.A.R.N. (Literacy, Employment, Advancement, Readiness Network). A National Workplace Literacy Project. Final Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 16 Jan 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Cooperation; *Cooperative Programs; Industrial Education; *Inplant Programs; Institutional Cooperation; *Labor Force Development; *Literacy Education; *Outcomes of Education; Participant Satisfaction; Program Effectiveness; Program Implementation; *School Business Relationship
IDENTIFIERS- George C Wallace State Comm Coll Hanceville AL; *Workplace Literacy

A project developed through Wallace State Community College (Alabama) united three corporations, two adult basic education programs, a technical college, two support/education programs, a work program for older adults, and three service organizations in a partnership to develop a model for providing workplace literacy training. Project LEARN (Literacy, Employment, Advancement, Readiness Network) staff conducted needs assessments at several sites, administered intake forms, and conducted 2-hour classes held twice weekly for four 11-week cycles. Classes were open entry/open exit; approximately 434 employees participated on a voluntary basis. Pretests/posttests showed an increase of 25 percent in students' basic skills, and 90 percent of the workers improved 43 percent in job-specific skills. Adult learners displayed very positive attitude changes in self-esteem, personal goals, and reaction to Project LEARN. Only 25 percent of the students performing at ninth-grade level or better passed the high school equivalency test (compared with a goal of 90 percent); however, in some cases this was not a priority for students. At least 32 percent of the participants are involved in follow-up education. (Five appendixes include a list of project forms, curriculum structure, course outline, lists of the contents of employee profiles and project files, and comments from an industry manager.) (KC)

ED 341 830 CE 060 327

Riley, Julia
Living the Possible Dream: The Single Parent's Guide to College Success.
PUB DATE- 91
NOTE- 273p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Students; Child Rearing; *College Programs;

studies, and perspectives on these issues. This booklet describes further education (FE) as the only part of the educational system able to respond quickly and flexibly to the skills shortages besetting industry and commerce. The FE sector is discussed as the crossroads for all kinds of educational and training routes. The following sections present and discuss recommendations to managers of colleges: (1) they should promote the strengths and virtues of their colleges to counter FE's poor image; (2) mission statements should be published to explain the roles of colleges and their services in language their clients can understand; (3) they should make their priorities clear; (4) they should reform the framework of qualifications through the National Council for Vocational Qualifications; (5) they should market their institutions' experience and expertise at delivering the kinds of vocational qualifications needed to increase FE participation; (6) colleges should restructure their offerings to attract nontraditional clientele; and (7) they should be active in the review and monitoring of the quality of goods and services the colleges produce. Ten references are listed. (YLB)

ED 341 848 CE 060 371

Foster, Pablo
Performance Indicators and Adult Education. Mandip Papers.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; *Adult Education; Community Education; Educational Administration; Educational Assessment; Educational Planning; Educational Quality; *Evaluation Criteria; Foreign Countries; Job Training; Leadership Responsibility; *Performance Factors; Postsecondary Education; *Specifications; Vocational Education
IDENTIFIERS- Great Britain; *Performance Indicators

This publication on performance indicators and the education of adults in a community and locality context is one in a series of booklets written specially for managers in further and higher education in the United Kingdom. The series is intended to provide up-to-date information on current issues in vocational education and training, summaries of key research studies, and perspectives on these issues. The paper defines what a performance indicator is, lists its purposes, and discusses processes for measuring performance. Next are provided lists of questions and factors that managers need to consider when drawing up a performance audit, including perspectives of the student/customer, provider, and payer/commissioner. Measuring performance against relevant contextual factors such as equity and adequacy is discussed and there is focus on the values dimension and linking measures of performance with policy, resources, and planning. Lists of some typical aspects of policy, planning, and resource inputs are presented; questions regarding these aspects are provided for managers and those involved with performance indicator evaluations to ask. Finally, a quality framework is listed. Into this framework managers may organize performance indicators. Appendixes include a history of performance indicators in further education; the grid used by the Audit Commission; performance indicators from the schools' perspective--liaison with other agencies and the community; and recommendations for managing colleges efficiently. (YLB) and technological change. A report of the Futures Task Force emphasizes changes that extension must make to enhance its credibility, its relevance to potential audiences, and the teacher-learner relationship. The vision for extension's future includes the following components: a major shift in its organization and structure; a strong regional structure and joint interstate/multistate programs; cooperative work with state departments and agencies; and the disappearance of county offices. Future support of extension relies on issues programming: how critical issues can be addressed effectively. (Four tables and 24 references are included.) (NLA)

ED 341 867   CE 060 411

The Benefits of Apprenticeship: Implications for Public Policy in Florida.
PUB DATE- Jan 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Education; Adolescents; *Apprenticeships; Community Benefits; Cooperative Education; Economic Opportunities; *Educational Benefits; Education Work Relationship; Females; *Government Role; Integrated Curriculum; Minority Groups; *Public Policy; Social Influences; Vocational Education
IDENTIFIERS- *Florida

In response to Florida's Auditory General's recommendation that the Florida Bureau of Apprenticeship (FBA) be terminated, the benefits of apprenticeship were examined. Participation in apprenticeship programs provides social and economic benefits to participants, their communities, the state, and the nation. School-to-work programs, U.S. versions of European apprenticeships, should blend vocational and academic education in high schools, provide students with meaningful work experience, and continue their training after high school. Apprenticeship's economic value is apparent to the program completers and, by extension, to the local, state, and national economies. Opportunities for program participation should be enhanced and expanded, especially for women. minority populations, and adolescents. The elimination of the state service to apprenticeship programs in Florida would result in obstruction of the pursuit of these goals and the net loss of revenue to state and local governments. The Florida Council on Vocational Education makes three recommendations: the FBA should be retained; initiatives by state officials to extend the opportunities of apprenticeship should continue; and the state board should promote additional programs linking school and apprenticeship. (Three tables, an appendix on the benefits of starting apprenticeship while in high school, and 28 references are included.) (NLA)

ED 341 868   CE 060 412

Young-Hawkins, La Verne; Mouzes, Maria
Transforming Facilities: Industrial Arts to Technology Education.
PUB DATE- 7 Dec 91
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

design. However, evidence has shown that interventions based on the social influence model are effective. Regardless of strategies employed, all prevention programs must start early; involve coordinated efforts with the community; include students, parents, teachers and community members in the planning process; and implement a systematic and comprehensive program. The program should be based on a clear hypothesis; contain different strategies for different populations; and give special attention to the needs of at-risk students. (ABL)

ED 341 887   CG 023 982

Lee, Courtland C.
Empowering Young Black Males. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Black Students; *Counselor Role; Elementary Secondary Education; *Males
IDENTIFIERS- ERIC Digests; Self Empowerment

Young black males in contemporary American society face major challenges to their development and well-being. Social, cultural, and economic forces have combined to keep black males from assuming traditional masculine roles. Counselors committed to the cause of black male empowerment can play an active role in promoting developmental initiatives at both the elementary and secondary level. Empowerment interventions for young black males must take into account African and African/American culture and its crucial role in fostering socialization. Counselors committed to black male empowerment may need to assume the role of educational advocate. (ABL)

ED 341 888   CG 023 983

Robinson, Edward H., III; Rotter, Joseph C.
Coping with Fears and Stress. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Anxiety; Elementary School Students; Elementary Secondary Education; *Fear; High Risk Students; Intervention; *Prevention; *School Counseling; Secondary School Students; Stress Variables
IDENTIFIERS- ERIC Digests

Children's fears can have a self-preserving and motivational quality or have an inhibiting or debilitating effect. Counselors can use three levels of intervention for the prevention of disturbances related to fear and anxiety. The first of these focuses on developmental guidance and counseling activities designed for all children to develop a sense of control, security, and self-worth. The second level of prevention should focus on higher risk children--those who have been exposed to traumatic events and who are therefore more susceptible to developing fear related problems. Finally, the

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Alcohol Abuse; Battered Women; Child Abuse; Children; *Corporal Punishment; Depression (Psychology); Family Violence; *Parent Child Relationship; Suicide

One of the reasons why so few parents question the wisdom of "spare the rod and spoil the child" and why so few researchers have investigated the potential adverse effects, is probably the culturally accepted assumption that, when done "in moderation," physical punishment is harmless and sometimes necessary. This study starts from assumptions that are almost the opposite of that aspect of American culture. It tests the hypothesis that the greater the use of physical punishment, the greater the probability, later in life, of depression, suicidal ideation, alcohol abuse, wife assaults, and child abuse. The findings to be reported must be regarded as tentative because they are based on recall data about physical punishment, whereas an adequate test of this hypothesis requires prospective data for a large and representative sample. The findings are based on 6,002 families who were studied as part of the 1985 National Family Violence Survey. Measures used were a questionnaire regarding physical punishment in the family of origin, physical abuse measures, child abuse, wife assault, depressive symptoms, suicidal ideation, and drinking index measures. The results suggest that use of physical punishment by parents is a risk factor for depression, suicide, alcohol abuse, physical abuse of children, and physical assaults on wives. The social-psychological processes which produced these effects need to be determined to provide a basis for treating persons suffering these consequences. (LLL)

ED 341 908 CG 024 004

Kendall-Tackett, Kathleen A.; And Others
The Impact of Sexual Abuse on Children: A Review and Synthesis of Recent Empirical Studies.
SPONS. AGENCY- National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.; National Inst. of Mental Health (DHHS), Bethesda, Md.
PUB DATE- Jan 91
NOTE- 64p.; Paper presented at the Meeting of the American Professional Society on the Abuse of Children (San Diego, CA, January 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; *Child Abuse; *Children; Meta Analysis; Predictor Variables; Self Esteem; *Sexual Abuse; *Symptoms (Individual Disorders)
IDENTIFIERS- Long Term Effects

Until recently the literature on the impact of child sexual abuse has consisted disproportionately of retrospective studies of adults. Research on children allows for a developmental perspective and includes the first efforts at longitudinal studies of sexual abuse victims. This literature also has important relevance to other theory and research concerning how children process trauma, for example, how trauma expresses itself at various developmental stages, its role in the development of later psychopathology, and the mediating effects of important factors such as familial and community support. A review of 46 studies clearly demonstrates that sexually abused children have more symptoms than non-abused children, with that the agencies that were well-linked with local self-help groups had larger staffs and employed greater proportions of recovering substance abusers, medical personnel, and paraprofessionals than did the agencies from which few clients participated in self-help groups. The well-linked agencies also were more likely to be in urban areas and to be residential treatment settings. These results suggest that staff and community variables influence the likelihood that clients will attend self-help groups after substance abuse treatment. (Author/NB)

ED 341 928 CG 024 025

Staudinger, U. M.; And Others
Differential Coping Patterns in Old Age.
PUB DATE- Nov 91
NOTE- 19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (44th, San Francisco, CA, November 22-26, 1991). The research reported is part of the multidisciplinary Berlin Aging Study (BASE).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Coping; Foreign Countries; *Older Adults; *Old Old Adults; Problem Solving; Test Construction; *Well Being; *Young Old Adults
IDENTIFIERS- *Germany

This study was conducted to examine how old and very old people cope with the difficult situations in their lives. The main goals of the study were to develop a measure for the identification of coping patterns in the old and very old, identify coping patterns, and investigate those patterns with respect to age and subjective well-being. Development of a 13-item Coping Patterns Schedule was based on previous categorization of coping statements in interviews with very old respondents (Kruse, 1990) and inspection of the gerontological coping literature. In a pilot study involving 112 subjects, the validity of the measure was established. As part of the Berlin Aging Study, the Coping Patterns Schedule and the Philadelphia Geriatric Center Morale Scale were administered to assess coping patterns and subjective well-being in a representative sample (N=150) of men and women between 70 and 105 years of age. Analyses revealed that, overall, old and very old subjects reported instrumental and problem-focused rather than escapist and regressive coping strategies. Four coping patterns were identified: regressive, passive, self-reliant and stubborn, and rich resources. Coping patterns showed only weak relationships with age. Level of well-being differed significantly between coping patterns. "Regressive" copers reported a significantly lower level of well-being than did copers with "self-reliant/stubborn" and "rich resources" patterns. (Author/NB)

ED 341 929 CG 024 026

Tang, Thomas Li-Ping; Gilbert, Pamela R.
Attitudes toward Money among Mental Health Workers: Extension and Exploration of The Money Ethic Scale.
PUB DATE- Mar 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

*Research
IDENTIFIERS- *Concept Mapping; *Counseling Psychology

None of the various organizational methods (archival, categorical, encyclopedic, taxonomic, and statistical) employed to organize, classify, and categorize research in counseling psychology has been able to capture a sense of the whole; none appreciates the relations among research topics. Concept mapping, a research method in which nonmetric multidimensional scaling and cluster analysis are applied to unstructured card sorts, represents an alternative approach that incorporates archival, categorical, and statistical elements of previous efforts. A study was conducted which used topical titles of The Counseling Psychologist as the source of concept map items. Research participants (N=52) were members of the American Psychological Association's Division 17 (Counseling Psychology). They completed rating sheets in which they indicated the perceived professional significance each title had for them and then sorted into piles cards on which each title was printed along with the instruction to sort the cards in a way that made sense to them. To the extent that participants meaningfully arrayed and prioritized these research titles, an alternative organizational scheme resulted. Concept mapping appears to be a viable alternative research method for investigations wherein the contents and underlying structure of phenomena are areas of focus. (NB)

ED 341 947 CG 024 045

Stone, Rebecca
Adolescents and Abortion: Choice in Crisis.
SPONS. AGENCY- Educational Foundation of America, Westport, Conn.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE- Jul 90
NOTE- 32p.; Funding also received from the Brush Foundation and the Jessie Noyes Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Abortions; *Adolescents; Childrens Rights; Confidentiality; Court Litigation; *Decision Making; Parent Rights; *Pregnancy
IDENTIFIERS- *Supreme Court

This publication seeks to explain the many facets of adolescent abortion: teenagers' need for access to safe abortion; the need for confidentiality in order to ensure safety; the real intent and effect of parental involvement laws; and the roles of parents and the state in safeguarding the health of pregnant teenagers. The first section looks at unwanted pregnancies and the choice of abortion. The next section focuses on teenage pregnancy, looking at teenage sexual activity and contraceptive use and considering parent-child communication about sex. Included is information on the public cost of teenage childbearing. This is followed by a section examining the alternatives to abortion--teenage childbearing and adoption. A section on adolescents and confidentiality addresses the issues of minors and their need for reproductive health care, adults and parental involvement laws, and compelled parental involvement delays on abortion decisions. A section on adolescent abortion and the Supreme Court reviews five relevant court decisions. Following a final word about the dangers of restricting adolescent abortion rights are a list of references and two appendices providing a state-by-state breakdown on the status of parental consent and nonfiction laws and related information. Tables and figures are included throughout the attendance, fewer remedial experiences, and more positive attitudes toward reading. While the results were greatest for students from disadvantaged backgrounds, they held up across subpopulations defined by gender, social class, and ethnic background. Findings indicate strong support for providing formal reading instruction to kindergarten children. (Twenty tables and three figures of data are included; 81 references, a student booklet, a list of study participants, and computer printouts of data are attached.) (RS)

ED 341 968 CS 010 844

Moll, Luis C.; And Others
Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction. Technical Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 332p.; Innovative Approaches Research Project. Faint type on several pages will contribute to marginal legibility. Best available copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Case Studies; Classroom Research; Ethnography; *Family Environment; Family Influence; *Family School Relationship; Instructional Effectiveness; Intermediate Grades; *Literacy; *Mexican Americans; School Community Relationship; Teacher Student Relationship
IDENTIFIERS- Arizona (Tucson); Language Minorities

A study examined simultaneously household and elementary classroom life, and collaborated closely with teachers to develop implications for the teaching of literacy. The study consisted of three main, interrelated activities: an ethnographic analysis of the use and transmission of knowledge and skills within and among households (represented by 24 males and 29 females) in a Latino community in Tucson, Arizona; implementation of an after-school site where researchers and teachers examine classroom practices and use local resources to experiment with literacy instruction; and classroom observations examining existing methods of instruction and exploring how to change instruction by applying what was learned at the after-school site. Results indicated that: (1) the working-class, Hispanic households possessed ample funds of knowledge that become manifest through household activities; (2) in contrast to households, most classroom (and most teachers) function in isolation not only from other classrooms but from the social world of the students and the community; (3) the key to the development and implementation of any innovation was the involvement of teachers in the research process; and (4) teachers can take advantage of these funds of knowledge in a number of ways, including inviting parents to contribute to lessons. Findings suggest that reading and writing lessons be reorganized to become more interactive or participatory, emphasizing the children's use of literacy to obtain and communicate meaning. (Nine tables and four figures of data are included; 105 references are listed. The appendixes include a table of background characteristics of the sample households, fieldnote samples, evaluation instruments, and reading and writing samples. (RS)

ED 341 969 CS 010 845

Moll, Luis C.; And Others

(1) students seemed to enjoy the activity; (2) although the posttest scores were lower than expected, all of the students showed a significant increase in score; and (3) all students failed the pretest, yet 90% passed the posttest. (Eleven tables and three figures of data are included; the survey instruments, a task analysis, an outline of group and sequence objectives, evaluation instruments, lesson plans, and a guideline checklist are attached.) (RS)

ED 341 989 CS 213 162

Stolarek, Elizabeth A.
Prose Modeling: Panacea or Poppycock?
PUB DATE- 22 Mar 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Freshman Composition; Higher Education; Instructional Effectiveness; *Instructional Innovation; Writing Research; *Writing Strategies
IDENTIFIERS- Loyola University of Chicago IL; *Prose Modeling

Three studies examined the effectiveness of teaching an unfamiliar prose form using prose modeling (duplicating defining characteristics of a model text using different content). First, English department instructors at four universities were surveyed and of the 70 who responded, 76% stated that they did use modeling in their classrooms. In the second study, 143 freshmen and 21 English department faculty members at Loyola University in Chicago were given one of five study packets which included combinations of a description, a prose model, and an explication of an unfamiliar prose form which the researcher called "modified chosisme" with directions to write in this form after reading the packets. Results indicated that: (1) within each treatment group, faculty wrote more formally modified chosismes than did students; but (2) students who received all three items in the packet wrote modified chosismes with higher average scores than faculty who received only the prose model or the model plus explication. In the third study, the hands of 15 students and 15 faculty members were videotaped as the individuals wrote their modified chosisme essays. Subjects then recalled their thoughts while viewing the videotape. Results indicated that those who achieved the highest scores were those who exhibited the most conscious concern about the task and how they were accomplishing it. Based on the results of the studies, a sample of George Orwell's writing and the prose models approach were used to introduce students to other sentence variations. (The survey instrument, an example of the modified chosisme form, the prose model, the explication, one table of data, the Orwell writing sample, and a student-written imitation of the Orwell sample are attached.) (RS)

ED 341 990 CS 213 164

Gudmundsdottir, Sigrun
Narratives and Cultural Transmission in Home and School Settings.
SPONS. AGENCY- Norwegian Social Science Research Council.
PUB DATE- Apr 91
NOTE- 11p.; Paper presented at the Annual Meeting of the American

to succeed. Americans equate being different with being ignorant and deprived, especially when it comes to the English language. Consequently, many African-American students are found in English remedial classes where most of them do not actually belong. Recognizing that there is a Black dialect as well as a standard one can be a starting point for educators to teach Standard English to African-American students as a second dialect. When students make mistakes in speaking and writing Standard English, they must realize that they are making mistakes in a dialect other than their own. College students are capable of understanding the differences if explanations follow. Small children are difficult to motivate using the logic of jobs and world communication, but not college students. In composition classes, personal conferences are very effective, and better for the students than remedial classes. Bidialectalism is an achievable goal at the college level--it is the functional value of the standard dialect that should be emphasized. Language and culture are inseparable. Students cannot be forced to choose, but the goal should be communication beyond the neighborhood. (NKA)

ED 342 009　　　　CS 213 189

Stratman, John
Reflections on Robert Brooke's "Underlife and Writing Instruction": Implications for Pre-Student Teachers in an English Methods Class.
PUB DATE- Nov 91
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interdisciplinary Approach; Intermediate Grades; Literature Appreciation; Methods Courses; *Personal Autonomy; Secondary Education; *Student Reaction; Teacher Education Curriculum; *Teacher Student Relationship; Team Teaching; *Writing Instruction
IDENTIFIERS- University of Michigan

The University of Michigan's English Professional Semester (Pro Sem) is an upper level interdisciplinary program that explores student-centered approaches to the teaching of writing and literature. An advanced essay writing course, a senior literature seminar, an English methods class, and an observation practicum in local schools are integrated into a team-taught program that attempts to bring together reading, writing, and criticism in the context of teaching English to middle and secondary school students. The concept of "underlife" (as delineated by Robert Brooke) both informs and frustrates program participants as they formulate new lines of inquiry. Underlife can be understood as activities or behaviors that individuals engage in to show how they differ from identities assigned to them. One semester, student response to the demands of the class led to moves to decentralize classroom authority, although students were reticent to act on problems they were given the freedom to solve. Student comments recorded during a grievance period illustrate the idea of engaging in underlife activity in the ProSem. The concept of underlife thus comes to be seen as a critical aspect of the process of achieving both individual and social autonomy. In the classroom setting, social autonomy means a self-sustaining classroom community of learners that is empowered both by sharing their and tentative nature of educational knowledge (as well as practical, personal, and theoretical knowledge); it can make people aware of their various commitments and help them to see that educational research itself often aims to persuade. While dramatic, forceful, and historically dominant, the argumentative model is predicated upon a military analogy, with victory superseding goals of understanding, including sensitivity and openness to alternative views. Conversation, by contrast, encourages participation, and it accepts stories, feelings, and other contributions that do not conform to the demands of traditional logical rigor. Awareness of conversation's limitations is crucial, however, and helps ward off erratic and facile tendencies of conversation. Still, in being more flexible and more compatible with the conditions of effective persuasion, yet capable of incorporating stretches of argument in an encompassing "romance of reason," the conversational model offers a more inclusive approach to addressing questions of knowledge, understanding, and action. (Forty-three references are attached.) (Author/RS)

ED 342 031 CS 507 724

Hanson, Jim
The Essentials of Interpreting the Resolution: A Contextual Approach Limited by Six Tests instead of Counterplans and Counterwarrants.
PUB DATE- 29 Oct 91
NOTE- 5p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; Higher Education; *Persuasive Discourse; *Public Speaking; *Rhetorical Invention
IDENTIFIERS- Cross Examination Debate Association; *Debate Strategies; *Debate Theory

Intrinsic justification in academic debate focuses on the essential characteristics of the terms in a topic. The technique, advocated by Ken Bahm, works with very few Cross Examination Debate Association (CEDA) topics. It gives rise to counterwarrants, which create more confusion than clarity, while its counterplans destroy affirmative grounds. In addition, intrinsicness does not achieve its objective of increasing clash over the whole resolution approach. Intrinsic justification fails in CEDA debate because very few recent CEDA topics work as non-contextualized statements. Intrinsic counterplans and counterwarrants fail because they do not make arguments as they normally do in policy debate or help test what is essential to a topic. Furthermore, there is neither the time nor the dialogic process necessary to use counterplans and counterwarrants to test intrinsicness in debate. Instead of an intrinsic approach, CEDA should maintain a contextual one. A contextual approach interprets a resolution as it is manifested in contemporary society, and can be applied to any topic. The approach promotes clash and clarity, and does not fall to the whims of whatever the affirmative chooses as reasonable. Intrinsic justification is highly problematic; without any rationale for its use in value or policy debate, it should be rejected. (SG)

ED 342 032 CS 507 725

Minnesota superintendents interprets their perceptions in relation to environmental contexts, group demands, issues control, and district enrollment size. A microperspective of David Easton's political systems model provided the guiding conceptual framework. Respondents were interviewed using the same interview guide over a 2-month period. Superintendents perceived their political influence as having three foci: the power of their role in agenda setting and the existence of coalitions. A vast majority viewed themselves as responsible "gatekeepers." Overwhelmingly, superintendents interpreted their agenda-setting role as more important than that of the board chair or total board. The grounded theory that emerged from the study consists of 10 major themes, among them that agenda setting: (1) legitimizes districts' and boards' authority, (2) fosters school governance in a political system, and (3) structures district ideology. The superintendent's role, which is ascriptive, behavioral, and powerful, results from expertise. Perceived relationships between role and influence vary by district size. Gatekeeping and informed influence characterize superintendents from medium-size districts; democratic perceptions and strategic influence typify those from large districts. Findings position issues closely to the superintendent and recognize contextual and group constraints. Recommended research includes comparative case studies and longitudinal research. This study suggests including agenda setting in the educational administration curriculum and standardizing board meeting terminology to facilitate communication. A six-page bibliography is appended. (CJH)

ED 342 050   EA 020 612

National Educational Quality Initiative, Cosponsored by the Federal Interagency Committee on Education and the American Society for Quality Control. Report of the Seminar (Washington, District of Columbia, May 26, 1988).
PUB DATE- 26 May 88
NOTE- 99p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Software; Conference Proceedings; *Educational Assessment; Educational Planning; *Educational Quality; Elementary Secondary Education; Management Development; Organizational Development; Outcomes of Education; *Quality Control; *School Effectiveness; Seminars; Staff Development; *Standards

On Thursday, May 26, 1988, representatives from Federal departments and agencies, education associations, and members of the American Society for Quality Control attended a seminar in Washington, D.C., that proposed, and explored the feasibility of, a National Educational Quality Initiative. This document comprises the proceedings from this conference, along with an administrative summary. After a seminar agenda and three welcoming addresses by seminar cochairmen and an official from the U.S. Department of Education, three major presentations are included. "Broad Overview of Quality" by W. A. J. Golomski defines the "quality sciences" and emphasizes the importance of voluntary standards of quality to education. "Quality Service and Staff in a Training Environment" by A. B. Godfrey discusses the principles of quality planning, quality control, and quality improvement in business, and shows how these principles can be applied to classroom instruction. "Software Quality Fundamentals" by V. R. Basili discusses the appendix contains a copy of the governor's executive order. (MLH)

ED 342 069 EA 023 620

Every Child a Winner! A Proposal for a Legislative Action Plan for Systemic Reform of Massachusetts' Public Primary and Secondary Education System.
PUB DATE- Jul 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Corporate Support; *Educational Change; *Educational Finance; Elementary Secondary Education; Preschool Education; Public Schools; *School Based Management; *School Business Relationship; School Effectiveness; *School Organization; *School Restructuring
IDENTIFIERS- *Massachusetts

Impressed with the vital importance of an effective public education system to the future of the Commonwealth, a group of involved business activists formed the Massachusetts Business Alliance for Education (MBAE) in 1988. The purpose of the MBAE was to help bring about systematic improvement of Massachusetts' elementary and secondary education system. A reform plan was proposed that has three interdependent elements: (1) setting the course toward a higher plane of student achievement; (2) improving the operational characteristics of the system itself; and (3) changing the educational finance system. Each of these elements contains specific recommendations that the MBAE concluded would result in long-term improvement in the system. Also included in the proposal are sections that provide information on the need and challenge, the MBAE process, observations from other initiatives and studies, leading recommendations, and other considerations and recommendations. Appended is a listing of MBAE board of directors and supporting organizations, the national and state goals for education, and proposed reform of Massachusetts school finance. (135 references) (RR)

ED 342 070 EA 023 630

Master Plan for Tennessee Schools: Preparing for the Twenty-First Century.
PUB DATE- Nov 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Improvement; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Master Plans; School Restructuring; *State Action; *Statewide Planning
IDENTIFIERS- *Tennessee

A master plan to transform Tennessee public education is described in this report, with a focus on three key result areas: (1) establishing a 21st century classroom; (2) creating a rational, workable, accountable governance system; and (3) providing adequate, sustained school funding. Following descriptions of the plan's mission, vision, and 17 goals, the 3 key result areas are examined in terms of goals, the current situation, implementation strategies, and indicators of progress. Part 1, "The 21st Century Classroom," examines components of instructional programs--performance expectations,

Capelluti, Jody, Ed.; Stokes, Donald, Ed.
Middle Level Education: Programs, Policies, and Practices.
PUB DATE- 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; *Grouping (Instructional Purposes); Intermediate Grades; Junior High Schools; Leadership Responsibility; *Middle Schools; *Student Needs; Transitional Programs
IDENTIFIERS- Middle School Students

Middle-level education has become a fixture in our educational system. This collection of essays provides the opportunity for readers to examine current policies, programs, and practices in light of recent developments at the middle level. Nine essays include: (1) "Why Middle Schools?" (Donald Eichhorn); (2) "Organizing Middle Level Schools To Meet the Needs of Students and Staff" (Jody Capelluti); (3) "The Middle School Curriculum-Or Is It Curricula?" (John H. Lounsbury); (4) "Easing the Transition from the Middle Level to the High School" (Kathleen D. Rossi, Donald Stokes); (5) "Organizing and Grouping for Instruction" (Conrad F. Toepfer, Jr.); (6) "Guidance in the Middle Level School: The Compassion Component" (Sherrel Bergmann); (7) "Leadership at the Middle Level" (Ron Williamson); (8) "Middle Level Transition" (Larry Roth); and (9) "How Do You Know That It Works?" (J. Howard Johnston). George E. Melton provides an epilogue in which he describes the next decade as the "decade of the Curriculum at the Middle level," where colleges will provide preparation for middle level teaching and leadership. (101 references) (LAP)

ED 342 091 EA 023 687

Ackland, John W.
School Improvement through Collaborative, School-Based Curriculum Evaluation.
PUB DATE- Jan 92
NOTE- 36p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (5th, Victoria, British Columbia, Canada, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *College School Cooperation; Curriculum Development; *Curriculum Evaluation; *Educational Change; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Teacher Attitudes
IDENTIFIERS- *Great Britain

This paper describes an ongoing collaborative school evaluation program that involves a partnership of different stakeholders in southwestern England. Participants include student teachers, serving teachers, local authority representatives, and university teachers/researchers. The discussion demonstrates the ways in which school evaluation, based on a collaborative action research model, can be used as a strategy for policy articulation and change. The purpose of the program was to evaluate the implementation of the Devon Curriculum Development Project (DCDP) policy in schools; an outcome of the evaluations was the generation of a climate for change. Features of the collaborative action research process that facilitated the

ED 342 112 EA 023 730

Public School Principals: Opinions and Status. ERS Educator Opinion Poll.
PUB DATE- 91
NOTE- 62p.; For a companion report on teachers, see EA 023 731.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Grouping; Academic Achievement; *Administrator Attitudes; *Administrator Characteristics; Educational Objectives; Elementary Secondary Education; Institutional Characteristics; Job Satisfaction; National Surveys; *Occupational Information; *Principals; *Public Schools; Salaries; Student Problems; Tables (Data)

The opinion poll of public school administrators reported in this document is part of a series designed to report scientifically collected data that accurately reflects the views and experiences of specific groups of educators. For this study, a total of 3,300 principals were included in the random sample and 1,502 (46 percent) responded. Tables summarize the data for the total responding group and for the following subgroups: (1) school type (elementary, middle or junior high, and senior high); (2) career plans (principalship my career, considering other career opportunities); (3) sex; (4) age (less than 50 years old, 50 or more years old); and (5) community type (urban, suburban, small town, rural). Questions covered such topics as factors hindering student achievement, satisfaction of the principals with their jobs, and attitudes about the establishment of a national curriculum. Items concerning the schools focused on factors such as enrollment, number of teachers, and methods used to assign students to classes. Included among the questions about the status and experiences of the principals were items about their career plans, the amount of time they spend fulfilling their job-related responsibilities, and their current salary levels. Data from principals' responses are summarized in 41 tables; teachers' responses to a poll conducted at the same time as the principals' survey are summarized in 7 tables. Appended is a technical note with information about estimates of sampling variation, and confidence intervals of percentages and of averages. (MLF)

ED 342 113 EA 023 731

Public School Teachers: Opinions and Status. ERS Educator Opinion Poll.
PUB DATE- 91
NOTE- 62p.; For a companion report on principals, see EA 023 730.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Ability Grouping; Educational Objectives; Elementary Secondary Education; Institutional Characteristics; National Surveys; *Occupational Information; *Public Schools; *Public School Teachers; Salaries; Student Problems; Tables (Data); *Teacher Attitudes; *Teacher Characteristics

The opinion poll of public school teachers reported in this document is part of a series designed to report scientifically collected data that accurately reflects the views and experiences of specific groups of educators. For this study, a total of 3,300 teachers were included in the random sample and

Kahne, Joseph; And Others
Restructuring: Where Are We and Where Are We Going?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 91
NOTE- 35p.; Cover title is: "Restructuring: Where We Are and Where Are We Going."
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Decentralization; *Educational Change; Elementary Secondary Education; *Excellence in Education; *Organizational Development; *Participative Decision Making; Public Schools; School Community Relationship; *School Restructuring

Two distinct "waves" characterized the efforts to change public schools in the 1980s. The first wave called for increased academic standards (increased graduation requirements, longer school days, and strict accountability standards), but neglected educational practice and the roles that parents, teachers, administrators, and community members played in education. The second wave of reform attempted to compensate for this by focusing on the school as a whole as the important unit of change. This document examines this restructuring movement against the historical background from which it has emerged. It also describes examples of federal, state, school, and district restructuring and suggests that these proposed changes will require teachers, site-based administrators, and individuals in district and state offices to assume significantly different roles and responsibilities. This evolution of the restructuring movement suggests new concerns. Political, fiscal, and organizational barriers may cause problems for future restructuring. Decisions regarding the extent and nature of restructuring should be made considering the goals of particular schools and districts, their available resources, and their organizational and political context. (40 references) (LAP)

ED 342 134 EA 023 766

Buchanan, Aaron D.; Hafner, Anne L.
Current Research on National Systems of Education Indicators: Potential Benefits for School-Based Management.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 91
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; *Educational Change; *Educational Development; Elementary Secondary Education; *Models; School Statistics
IDENTIFIERS- *Indicators

To remain competitive in the international marketplace, the United States will have to recommit to a new era of educational reform. Students must be pushed to reach higher expectations, and the U.S. educational system must find an efficient and centralized mechanism to measure national progress in education reform. This document describes the current trends in the development of indicators designed to measure educational progress. Several specific problems with indicators are targeted, such as: accommodating federal, state, and district severe emotional disturbances often with additional minimum brain dysfunction and/or retardation. Also appended are suggestions for managing adolescents and basic information on ceramics. Eighteen resources are recommended and a bibliography of 7 items is provided. (DB)

ED 342 152 EC 300 911

A Data Book of Child and Adolescent Injury.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 91
NOTE- 159p.; Prepared by the Children's Safety Network.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accident Prevention; Adolescents; Age Differences; Athletics; Child Abuse; Child Neglect; Children; Fire Protection; Homicide; *Incidence; *Injuries; Occupational Safety and Health; Poisoning; Preventive Medicine; Rape; Restraints (Vehicle Safety); *Safety; Safety Equipment; Sexual Abuse; *Statistical Data; Suicide; Traffic Safety; Trend Analysis; Young Children

This booklet contains 54 graphs and accompanying narrative which summarize available data on child and adolescent non-natural injuries and deaths and are intended to help in the multi-disciplinary and multi-agency "Healthy People 2000" campaign to improve the nation's health and prevent needless child and adolescent injuries. Graphs illustrate data which address the following subjects: deaths from injuries versus deaths from natural causes; international injury mortality rates; international homicide rates; deaths ages 1-4, deaths ages 5-9, deaths ages 10-14, deaths ages 15-19, death rates by gender; motor vehicle deaths; alcohol and motor vehicles; pedestrians; motor vehicle injuries; bicycles; drowning and near drowning; fires and burns; unintentional firearms; unintentional poisoning; falls; occupational injuries of adolescents; farm injuries; sports injuries; toys; recreational equipment; homicide; assault; suicide; child abuse and neglect; rape; childhood injury prevention programs; and the cost of injury. Suggestions for preventing child and adolescent injury are given, including: stress planning and prioritizing; use of a comprehensive multifaceted approach; and institutionalization and acceptance of injury prevention programs. An appendix summarizes injury mortality rates by age group. (60 references) (DB)

ED 342 153 EC 300 912

Rousseau, Marilyn K.; Poulson, Claire L.
Using Sentence-Combining To Teach the Use of Adjectives in Writing to Severely Behaviorally Disordered Students.
PUB DATE- 85
NOTE- 25p.; For related study, see EC 300 913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjectives; *Behavior Disorders; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Problems; Males; Positive Reinforcement; *Sentence Combining; Special Classes; Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction

services for preschool handicapped children in Hong Kong. (DB)

ED 342 172 EC 300 931

Ho, Sandra
A Small but Sure Step: Hong Kong's First Parents Resource Centre.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual International Division for Early Childhood Conference (St. Louis, MO, November 14-17, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultation Programs; *Disabilities; Foreign Countries; Hotlines (Public); Libraries; Outreach Programs; *Parent Associations; *Parent Education; Preschool Children; Preschool Education; Program Development; *Resource Centers; Social Support Groups; Toys
IDENTIFIERS- *Hong Kong

This report describes Hong Kong's first parent resource center for parents of children with handicaps, which opened in August 1990. The need by parents for emotional, educational, material, and other support and services is documented. Parents of special children are seen as a resource for each other and as advocates for their children. The report describes establishment of the resource center and its services, which include a hotline, a resource library, a toy library, professional consultation, educational talks and skill training sessions, social and recreational functions, and peer counseling by parents. Future directions include outreach programs and development of a second center. Statistics on membership, service utilization, and programming are attached. (12 references) (DB)

ED 342 173 EC 300 932

Stewart, Arlene C.; Lillie, Pat
A Learning Disabilities Digest for Literacy Providers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; Adults; Cognitive Style; Educational Diagnosis; Evaluation Methods; *Handicap Identification; Intervention; *Learning Disabilities; *Literacy Education; Postsecondary Education; *Reading Difficulties; Student Evaluation; *Teaching Methods

The purpose of this booklet is to provide literacy instructors and tutors with information on adults with learning disabilities and their needs within literacy programs. It defines learning disabilities and describes characteristics of adults with learning disabilities, emphasizing that, for tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities. Types of assessment are discussed, including formal assessments, school records, informal assessments, and determination of learning strengths status of mildly disabled special education students and recommends that such supports be a focus of research supported by the federal Office of Special Education and Rehabilitation Services. Each service is discussed in terms of its rationale, possible content, process measures, immediate outcome measures, longterm outcome measures, and a time frame for effectiveness research. The use of functional educational outcome measures focusing on postsecondary employment or enrollment status and on general quality of life is recommended. Proposed system supports include: (1) inschool case managers; (2) health services; (3) counseling/treatment programs; (4) extended week/year programs; (5) mentors/benefactors; (6) family support programs; (7) options for out-of-family living; (8) multicultural orientation; (9) placement services; and (10) overall case management. Guidelines are given for documenting the impact of interventions which focus on population characteristics and treatment specifics as well as for statistical analysis by nontraditional techniques. Other guidelines address 3-year and 6-year projects, required resources, and major challenges and limitations (such as limited national resources, the growing underclass, and professional turf issues). (81 references) (DB)

ED 342 192 EC 300 951

Rieth, Herbert
Curriculum Issues in Secondary School Programs for Students with Mild Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 44p.; For related documents, see EC 300 948-950.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Skills; Classroom Environment; Course Content; *Curriculum Development; Dropout Prevention; *Educational Change; Education Work Relationship; Evaluation Methods; Goal Orientation; Government Role; High Schools; *Instructional Development; *Mild Disabilities; Models; Remedial Instruction; *Research and Development; *Research Needs; Student Characteristics; Student Educational Objectives; Student Evaluation; Transitional Programs
IDENTIFIERS- *Office of Special Education Programs

This paper identifies curriculum and instructional issues in secondary school programs for students with mild disabilities, describes some promising lines of ongoing research, and recommends long and short term research, development, and demonstration activities for support by the federal Office of Special Education Programs. The first section reviews the status of research on this population highlighting such problems as severe academic deficits, inadequate interpersonal skills, and a high dropout rate. Research comparing effects of intensive academic remediation with effects of emphasizing vocational skills and academic survival skills is recommended. The second section describes a comprehensive alternative curricular model with four components: (1) intensive instruction in reading and mathematics; (2) explicit instruction in survival skills; (3) successful completion of courses required for graduation; and (4) explicit planning for life after high school. Finally, research is reviewed and specific recommendations are made for further research in the areas of curriculum content (e.g., thinking skills, language

Construction; *Testing
IDENTIFIERS- *Australia

A discussion of language testing focuses on how proficiency scales are constructed and applied to communicative language assessment in Australian secondary schools. A variety of rating scale types are described and distinguished according to how they are constructed, what they attempt to measure, and what criteria they contain. A more detailed analysis of testing criteria provides models of proficiency in writing and listening. The process of constructing a scale is examined, with examples from the Australian Second Language Proficiency Ratings and other commonly used proficiency scales. The ways in which learner proficiency can be rated are enumerated, including analytic matching, interpretation of indirect and semi-direct test scores, checklists, non-structured observation, structured interview, criteria subscales, and self-rating. Five key areas in which proficiency scales have a role in communicative assessment are examined, including assessment of language use in carrying out communicative tasks, syllabus design, measurement of individuals' language learning progress, formative and summative assessment, and tracking. Finally, identification of appropriate scales for secondary school communicative language courses is discussed, particularly as they relate to grading. The rating scale for speech from the Queensland Senior Italian syllabus is appended. (MSE)

ED 342 210 FL 019 253

Ingram, D. E.
Language Policy Development.
PUB DATE- Sep 90
NOTE- 40p.; Paper presented at the Biennial National Languages Conference of the Australian Federation of Modern Language Teachers Associations (8th, Brisbane, Australia, September 24-28, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Language Planning; *Policy Formation; *Public Policy; Second Language Instruction; *Second Languages
IDENTIFIERS- *Australia; Australia (Queensland)

A discussion of language policy development focuses on the components of rational policy with reference to the Queensland (Australia) language education policy developed recently. The paper argues that language policy is ultimately derived from the nature and needs of the society, the goals identified for the future of the society, and the consequent language needs leading to policy recommendations. Further, it is proposed that if policy is to be more than unsubstantiated ideals, it must be possible to be implemented and justified. Consequently, the policy must be followed through to firm implementation proposals, with specific indicators of success for the purpose of policy evaluation. Appended is an extract from the "Rational Frameworks" of the Queensland language education policy outlining specific societal and individual needs and related goals and objectives, policy recommendations, implementation proposals and recommendations, indicators of success, and rationale. (MSE)

ED 342 211 FL 019 254

Ingram, D. E.

PUB DATE- Aug 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Chicago, IL, August 8-11, 1991).
LANGUAGE- Portuguese
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bantu Languages; *Diachronic Linguistics; Foreign Countries; Language Typology; Linguistic Borrowing; Portuguese; Uncommonly Taught Languages; *Vocabulary; Yoruba
IDENTIFIERS- Africa; *Brazil; *Voodoo

Determination of the authenticity of lexical items with Sub-Saharan origin in the voodoo rites of candomble and umbanda in Brazil requires establishing a socio-historical basis for the African diaspora and the current configuration of terreiros. The terreiros demonstrate varying linguistic repertoires according to their affiliation with candomble or umbanda. The terreiros may be of three types 1) yoruban (Nago) in Bahia and Recife; 2) Fon in Sao Luis; and 3) Bantu in the oldest layers of umbanda, the caboclo candombles of Bahia, and the Northeastern cantimbo, the latter being the least apparent. Umbanda has lost a greater amount of Sub-Saharan traditions and contains more Bantu elements, although they appear less frequently since they are in the oldest layers of umbanda. The task of determining the African origins of linguistic data is complicated by pragmatic factors such as the existence of phonological correspondence without accompanying semantic correspondence, the difficulty of determining the meaning of a word in a given text and of tracing which Sub-Saharan language influenced which terreiro, and the scarcity of dictionaries and grammars of Sub-Saharan languages brought to Brazil by the slaves. (SR)

ED 342 234 FL 020 022

King, Ann, Ed.; Thomas, Gareth, Ed.
Languages and Careers: An Information Pack.
PUB DATE- 89
NOTE- 183p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Choice; *Careers; *Course Selection (Students); *Education Work Relationship; Employment Potential; Foreign Countries; Higher Education; Language Proficiency; *Language Role; Language Tests; Modern Languages; Professional Associations; Secondary Education; *Second Languages
IDENTIFIERS- Europe; Great Britain

A set of materials compiled for use in British schools and designed to provide information for students, teachers, administrators, and counselors concerning the relationship between second language knowlege and careers is presented in this packet. It consists of the following items: (1) a collection of essays for teachers on languages and careers, including jobds in overseas trade, opportunities requiring higher education, careers not requiring higher education, and opportunities for taking a break between secondary and postsecondary education; (2) a series of individual sheets answering student questions about language study and specific

DESCRIPTORS- Adult Counseling; *Adult Students; *Counselors; Educational Administration; *Educational Environment; Higher Education; Individual Needs; *Institutional Evaluation; Need Gratification; Peer Relationship; Program Effectiveness; Program Evaluation; Rating Scales; Role Theory; Satisfaction; *Student Attitudes; *Student College Relationship; Teacher Student Relationship

The mattering scales are designed to assess the perceptions of adult learners about their educational environment. They answer these questions: Do I feel I matter to the institution? and Do I feel noticed, appreciated, welcomed? To determine the extent to which adult learners feel they matter, five scales are designed to assess their perceptions in these dimensions of postsecondary education: administration, advising, interaction with peers, multiple roles, and interaction with faculty. For administrators and faculty, the scales identify critical aspects of an institution's response to the needs of adult learners, where those needs are well met, and where adult learners perceive deficiencies. For adult learners, the scales provide a forum for evaluation of the institutional environment and specific aspects of campus activities. The five-point mattering scales are followed by scoring instructions. A manual for using the scales is then presented. It contains these sections: background, administration of the scales, scoring and interpreting the scales, normative data, and reliability and validity. Five references are listed. Appendixes include frequency distribution of respondents' reported college majors and distribution responses for all institutions, for four-year institutions, and for two-year institutions. (YLB)

ED 341 773 CE 060 139

Forrester, Keith, Ed.; Ward, Kevin, Ed.
Unemployment, Education, and Training: Case Studies from North America and Europe.
PUB DATE- 91
NOTE- 355p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Demonstration Programs; Developed Nations; *Dislocated Workers; Educational Needs; Foreign Countries; *Job Training; *Labor Market; Labor Needs; Open Universities; Postsecondary Education; *Program Effectiveness; Program Implementation; Public Policy; *Retraining; *Unemployment; Unions; Youth Employment
IDENTIFIERS- Belgium; *Europe (West); France; Netherlands; Sweden; United Kingdom; West Germany

This book contains 12 chapters, each of which is a case study or a commentary on the unemployment of the 1980s and early 1990s and on the programs devised to retrain workers. Titles and authors are as follows: "Understanding Unemployment: A Critical Overview of Labour Market Trends, Employment, and Unemployment: (John Hughes); "A Critical Overview: Education and Training Responses to Changes in the Labour Market and Unemployment" (Kevin Ward, Keith Forrester); "Unemployment and Education: Adjustment Strategies for Displaced Workers in the United States" (Jeanne Prial Gordus, Karen Yamakawa); "Dislocated Workers in Transition: Overcoming Resistance to Retraining and Continuing Education" (Lee Shore, Jerry Atkin); "Communication and Information System for the Unemployed: A Systems Approach to a Systems Problem" (Otto Feinstein); "The REPLAN Programme in England and Wales: A National Programme To Improve documents and interviews were used to obtain data. Implementation of recommendations was found to occur in three stages: orientation, initiation, and integration. Several implications were outlined: (1) a model should identify the stages of implementation; (2) educators need to realize that recommendations identified at the early stages are moving toward implementation; and (3) there are facilitators and barriers that affect implementation. (12 references) (NLA)

ED 341 792 CE 060 256

Cuellar, Sylvia; Owens, Peggy
Literacy Program Update 1991.
PUB DATE- 91
NOTE- 274p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Church Programs; Church Role; Extension Agents; *Extension Education; Illiteracy; *Literacy Education; Professional Development; Program Development; Program Implementation; *Rural Extension; State Programs
IDENTIFIERS- Texas

This document chronicles the events that took place and materials that were developed to assist the Texas Agricultural Extension Service faculty in its literacy program. Section I on program development includes minutes of the literacy task force and the literacy initiative team that describe how the literacy program was conceived and evolved; a time line and results of a survey of literacy efforts in cooperative extension are provided. Section II presents results of a readability survey of extension publications and materials from an "Unwriting Workshop" on improving writing skills. Section III provides the following materials from some activities for clientele: two literacy awareness presentations; literacy quiz and fact sheet used at the 4-H district conference and Reading Fest activity; and information and forms from a conference for pastors. Section IV, program support for extension personnel, includes the following: a brief on current research; white paper for use with local program planning committees; sample pages from leaflets for use with parents and children; four fact sheets with suggestions for incorporating literacy education into extension programs; two leader training packets; 10 news articles; a Literacy Program Update; a program planning guide; and a model for program planning. Section V lists agencies and organizations with which the literacy program worked. Section VI provides agendas or promotional materials from professional development conferences attended by staff. (YLB)

ED 341 793 CE 060 257

Single Teen Parent/Homemaker: "Days of Future Past." Final Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 15 Jul 89
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; *Early Parenthood; *Parenthood Education; Parenting Skills; *Pregnancy; Pregnant Students; *Scripts; Secondary Education; *Unwed Mothers

A project completed the final draft of a script for a video that

IDENTIFIERS- *Workplace Literacy

This guide provides adult literacy practitioners with a sampling of 103 exemplary professional development resources. It is designed to address the broad needs and interests of adult literacy practitioners and is intended as a resource guide for out-of-field professionals, who are being called upon to perform adult literacy services. Books, exemplary journal articles, monographs, special projects, and videotapes are included. The guide is divided into nine chapters. Each contains an introduction by a leading authority in the subject area, followed by the core collection review(s) and the annotated listing of resources. These subject areas are addressed: administration and management; adults as learners; diverse populations; evaluation; history, philosophy, and politics; instructional strategies; social context; and workplace literacy. The final subject area of adult literacy resources introduces the services of ERIC and AdvancE, Pennsylvania's adult education rewsource center. References include curriculum guides, bibliographies, and a manual on preparing and individualizing reading materials. A section containing names, addresses, and commentaries on 33 journals and newsletters for adult literacy providers is followed by a publishers' list for all resources in this guide. Other contents include contributors' profiles, criteria for selection of resources, and index. (YLB)

ED 341 811 CE 060 293

Rogers, George E.
A Reassessment of the Adoption of Technology Education by
Industrial Arts Teachers.
PUB DATE- Dec 91
NOTE- 33p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); Attitude Change; *Educational Innovation; Followup Studies; Industrial Arts; *Industrial Arts Teachers; *Resistance to Change; Secondary Education; *Teacher Attitudes; *Technology
IDENTIFIERS- Nebraska; Stages of Concern Questionnaire; *Technology Education

A follow-up was done of an earlier study that found that industrial arts teachers had failed to accept technology education as a replacement for industrial arts. A reassessment of Rogers' (1989) Stages of Concern (SoC) research was conducted. All industrial educators from both the Omaha (Nebraska) and Millard (Nebraska) Public Schools were included in the sample group. The SoC questionnaire was used to measure teachers' attitudes toward technology education. The 35 items on the questionnaire represented the 7 stages of concern, with 5 items used for each step. Forty-two of 59 teachers responded, with 2 returned surveys unusable. Analysis of the SoC profile indicated that the total sample's relative peak was located at the information stage, with a secondary peak at the refocusing stage. Relative peaks in either of these SoC stages indicated nonadoption of the educational innovation. Data showed that 31 respondents had peaks below the management stage. This lack of SoC profile peaks in the latter four stages meant that the majority of industrial education teachers had not adopted technology education. Data clearly indicated that older (51 years old or more) and more experienced (26 years teaching or

Day Care; Higher Education; *One Parent Family; *Single Students; Student College Relationship; Student Financial Aid; *Student Personnel Services; Time Management

This book contains practical information, suggestions, and resources to help single parents begin and continue their college education. It is organized in 17 chapters that cover the following topics: planning for the college experiences, time management, child rearing, study skills, finding support, stress, staying healthy, overcoming computer phobia, dealing with colleges, changing courses, and staying the course in the face of obstacles. Comments from single-parent students and special features about college programs are included. Three appendixes provide the following: (1) information about the types and amounts of social services aid in each state; (2) addresses of child care resources and referral agencies; and (3) an agenda from a single-parent conference. There are 253 references. (KC)

ED 341 831 CE 060 333

A Synthesis of the Distinguished Lectures of the Decade of the 80's--Lessons for the Future. American Association for Agricultural Education Distinguished Lecture Review Committee Report.
PUB DATE- 8 Dec 91
NOTE- 7p.; Paper presented at the General Session of the Association for Agricultural Educators, American Vocational Association Convention (Los Angeles, CA, December 8, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; *Agricultural Education; Human Capital; *Lecture Method; Postsecondary Education; *Professional Associations; Professional Development; Professional Training; *Program Evaluation; *Program Improvement; Research and Development; *Scholarship; Secondary Education; Technological Advancement
IDENTIFIERS- *American Association for Agricultural Education

The American Association for Agricultural Education's distinguished lecture process provides agricultural educators with opportunities to discuss relevant professional problems. The 1980s lectures examined the organization's position in relationship to the environment. Programs developed human capital potential for the agricultural industry and incorporated salient research, developed skills, suggested technological needs, and maintained teaching professionalism. Four strengths of the program are as follows: surprise topics generate suspense and open listeners' minds; lecturers share their best thoughts; lecturers benefit as individuals; and selection of lecturers is rotated among the various regions. The program has the following weaknesses: the lecturer has no opportunity to lead discussions; speakers are not required to address current professional needs; manuscripts describe problems rather than suggest solutions; the selection and rotation system could eliminate a scholar from being selected; and the philosophy statement, objectives, and guidelines are not known to membership. Policies should ensure that scholars lead discussions on major contemporary issues. It is recommended that the series be continued, guidelines be reviewed, and changes be presented at the annual meeting. (11 references) (NLA)

ED 341 832 CE 060 336

ED 341 849 CE 060 372

Proceedings of the Invitational Symposium on Emerging Critical Issues in Distance Higher Education (Albany, New York, November 28-30, 1990).
PUB DATE- Nov 90
NOTE- 73p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Distance Education; Educational Needs; *Educational Quality; Educational Technology; Educational Trends; Futures (of Society); *Higher Education; *Institutional Cooperation; Institutional Evaluation; Quality Control; *State Licensing Boards; State Standards; Technical Education; Telecourses
IDENTIFIERS- National Technological University

This document contains texts of presentations and transcriptions of panel discussions from an international symposium on critical issues in distance higher education. The following are included: "Opening Remarks" (Thomas Sobol); "The Changing Context for Distance Learning, Some Highlights" (Harold D. Hodgkinson); panel discussion--"How Should Distance Learning Respond to Emerging Needs?" (Gary Miller et al.); "The NTU (National Technological University) Experience: A Case Study" (Lionel Baldwin); and "Symposium Summary" (James Hall). The proceedings also summarize three issues raised at the meeting: (1) the importance of focusing on learner needs rather than technology; (2) the need for regulatory and accrediting agencies to cooperate among states and regions; and (3) the need for a national research and policy leadership agenda for distance education. A list of the 64 participants and their affiliations is included in the document. (KC)

ED 341 850 CE 060 373

Irwin, Paul M.; Apling, Richard N.
Vocational Education: Major Provisions of the 1990 Amendments. (P.L. 101-392). CRS Report for Congress.
PUB DATE- 30 Aug 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Finance; *Federal Legislation; Postsecondary Education; Secondary Education; *Standards; *State Federal Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

The following provisions of the 1990 amendments to the Carl D. Perkins Vocational Education Act are described: establish a new funding authorization level; create new programs; change allocation of funds between states and localities; specify substate allocation of funds; remove most set-asides; and require performance standards and measures. This report summarizes and analyzes the amendments, providing information on the following: (1) the implementation schedule; (2) authorization levels; (3) changes in the basic state grant formula; (4) state activities under basic state grants; (5) performance standards; (5) substate allocation of funds; (6) local uses of funds; (6) assurances of services to special populations; (7) new programs; (8) national assessment; (9) national research centers; (10) the vocational education data system; and (11) negotiated rulemaking. Appendix A provides details of the legislative history of the 1990 amendments.

DESCRIPTORS- Advisory Committees; Articulation (Education); Boards of Education; Classroom Observation Techniques; Curriculum Development; Educational Equipment; *Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Educational Philosophy; Elementary Secondary Education; *Industrial Arts; Instructional Materials; *Laboratories; Needs Assessment; Program Development; Social Support Groups; Teacher Education; Technological Advancement
IDENTIFIERS- *Equipment Needs; *Technology Education

Technology education learning environments should meet the needs of students who will be productive citizens in the year 2000. Eight model technology education programs were studied to provide a basis for strategies and recommendations for learning environments. Each facility was photographed and teachers responded to a survey instrument pertaining to the design and planning process for the transition from an industrial arts to a technology education learning environment. Five sequential components appeared necessary to remodel a laboratory: formulation of a technology philosophy; identification of a technology purpose; curriculum development; curriculum plan preparation; and needs assessment completion. Seventeen recommendations were made for renovating technology education learning environments: develop program philosophy; establish support system; conduct needs assessment; allow philosophy to guide program development; use advisory committees; present program proposal to school board; observe other schools; use resources; use a variety of instructional approaches; seek nontraditional funding; encourage teacher cooperation; articulate program between elementary, middle, and high schools; use equipment to meet curriculum needs; choose relevant equipment; schedule a timeline for transition; plan for flexibility; and include teacher training. (Six references, eight model technology education programs identified for the study, and responses and comments from the participating teachers are included.) (NLA)

ED 341 869 CE 060 413

Lamin, M. B., Ed.
Report on Orientation Course for Top Level Personnel in Adult Education and Development.
SPONS. AGENCY- Deutscher Volkshochschul-Verband, Frankfurt (West Germany).
PUB DATE- 90
NOTE- 88p.; Document contains some light type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Adult Education; *Adult Educators; *Cooperative Programs; Developing Nations; *Economic Development; Foreign Countries; *Human Resources; International Cooperation; Leaders; *Leadership Training; Organizational Development; Resource Allocation; *Rural Development
IDENTIFIERS- *Foreign Aid; Sierra Leone

This report contains the proceedings of a 7-day training course for top-level professionals in adult education and development held in Kenema, Sierra Leone, in April 1990. Section I is an introduction to the report, giving the background of the orientation course. Section II deals with the official opening ceremony and provides welcoming and opening remarks. Section III presents the following five talks by visiting speakers that offer a theoretical framework for the discussions on the case studies: "Management and Leadership Styles in Development" (M. B. Lamin); "The Participative Principle in Nonformal Education" third level should focus on children who are actually in the process of experiencing fear disturbances and who lack the ability to cope with these fears.

ED 341 889 CG 023 984

Sanborn, Robert
Internationalizing the University Career Center. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Guidance; Colleges; College Students; *Global Approach; Higher Education; Student Personnel Services; Trend Analysis; *Universities
IDENTIFIERS- *Career Centers; ERIC Digests

Internationalization of higher education and of the student services areas within universities is almost certainly a subject to be dealt with now or in the near future. Career centers may be pressed to internationalize sooner than other areas because of student demand. The university career center should respond to this demand and seek to assist students in participating in the global economy. This digest briefly sketches: the development of the program; establishing the need; creating an administrative base; the primary program goals; components of the internationalized career center; possible problems; and societal benefits. (ABL)

ED 341 890 CG 023 985

Griggs, Shirley A.
Learing Styles Counseling. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Counseling Services; *Counseling Techniques; *Counselor Role; Elementary School Students; *Elementary Secondary Education; Intervention; Secondary School Students; Student Characteristics
IDENTIFIERS- ERIC Digests

The challenge for schools today is to assess the learning style characteristics of each student and to provide teaching and counseling interventions that are compatible with those characteristics. The counselor's role is major--both as a consultant to teachers and as a provider of counseling services. This digest discusses learning style models, diagnosing learning styles, matching learning style preference with appropriate counseling techniques, and the need for counselors to become skilled in consultation with teachers. Counselors across the nation who have implemented learning style approaches have reported positive changes in students' academic achievement and attitudes toward school as a result. (ABL) abuse accounting for 15 to 45 percent of the variance. Fears, post-traumatic stress disorder, behavior problems, sexualized behaviors and poor self-esteem occur most frequently among a long list of symptoms noted, but no one symptom characterizes a majority of sexually abused children. Some symptoms are specific to certain ages, and approximately one-third of victims have no symptoms. Penetration, duration and frequency of the abuse, force, relationship of the perpetrator to the child, and maternal support affect the degree of symptomatology. About two-thirds of the victimized children show recovery during the first 12 to 18 months. The findings suggest the absence of any specific "sexually-abused-child syndrome" and no single traumatizing process. The need for theory testing and methodological development is emphasized. (Author/LLL)

ED 341 909 CG 024 005

Cain, Ann G.; And Others
So You Want To Drop Out of School...You Ought To Know the Facts! A Handbook for Students Who Are Thinking of Leaving School.
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Dropout Prevention; High Schools; High School Students; *Potential Dropouts; *Student Attitudes

This booklet encourages potential high school dropouts to stay in school. It opens by claiming that the choice to drop out of school is the student's but lists negative potential outcomes of that choice. The next several sections discuss reasons why parents; the school; the community; businesses; federal, state, and local governments; and the military care if students dropped out of school. Thirteen questions are listed which ask potential dropouts about problems related to schooling. It is recommended that students answering any of these questions affirmatively ask the advice of others, such as the school principal or a respected businessperson. Suggestions for the student to help himself in school are provided, including watching one's behavior; following rules; coming to school regularly and getting to class on time; learning to get along with classmates; showing respect; and studying hard and doing homework. (ABL)

ED 341 910 CG 024 006

Ediger, Marlow
Excellence in the Counseling Curriculum.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behaviorism; *Counseling Objectives; Counseling Techniques; Counseling Theories; Counselor Client Relationship; Elementary School Students; Elementary Secondary Education; Humanism; *School Counseling; *School Guidance; Secondary School Students

Better educated, more skillful counselors are needed in the public schools. They need to have positive attitudes toward all persons in the school and societal arenas. The guidance

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Age Differences; *Employee Attitudes; Job Satisfaction; *Mental Health Workers; *Personality Traits; Self Esteem; *Sex Differences; Socioeconomic Status; Type A Behavior
IDENTIFIERS- *Money; *Money Ethic Scale

Money has significant impacts on people's motivation, behavior, and performance. This study was conducted to further validate and explore the Money Ethic Scale (MES), an instrument developed to examine the meaning of money, in a sample of mental health workers in Tennessee. It examined mental health workers' (N=155) attitudes toward money, as measured by the MES, exploring how those attitudes related to demographic, personality, and organizational variables. The results of separate step-wise multiple regression analyses for the six factors of the MES scale (money is good, money is evil, money represents achievement, money represents respect, money represents freedom/power, and "I budget my money carefully") showed that males tended to feel more strongly that money represented respect and freedom/power than did females. The respect factor also was associated with Type A personality. Respondents who endorsed the Protestant Work Ethic tended to think that money represented achievement and that money was good. Respondents who claimed that they budgeted their money carefully tended to have high self-esteem, Type A personalities, be older, have low organizational stress, and have low incomes. Intrinsic job satisfaction was related to the attitude that money represented freedom/power, whereas extrinsic job satisfaction was related to the notion than money is not evil. (Author/NB)

ED 341 930 CG 024 027

Tang, Thomas Li-Ping; Butler, Edie Aguilar
Attributions of Quality Circles' Failure: Perceptions among Top-Management, Supporting Staff, and Quality Circle Members.
PUB DATE- Mar 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Attribution Theory; *Employee Attitudes; *Employer Attitudes; Employer Employee Relationship; *Failure; Management Teams; Participative Decision Making; *Quality Circles

Quality circles, a management practice that involves groups of workers from the same work area voluntarily meeting on a regular basis to identify, analyze, and solve various work-related problems, have been used in Japan for over 40 years. In the United States, quality circles have been tried in many organizations during the past 2 decades and more than 60 to 75 percent of the quality circle programs in the U.S. have failed. In this study, employees' perceptions of quality circle failure were investigated. A cross-section of 100 employees of an aerostructures fabrication and assembly plant completed a survey questionnaire concerning the failure of quality circles. Respondents included blue-collar workers who were quality circle members, middle-level supporting staff and supervisors, and top-management personnel. Survey results revealed seven major factors. The most important factor thought by respondents to contribute to quality circle failure was lack of top-document. (NB)

ED 341 948 CG 024 046

Strecker, Glen E.
Factors Associated with Attitude toward Alcohol Use of Sixth and Eighth Grade Students.
PUB DATE- 10 Dec 91
NOTE- 70p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Elementary School Students; *Grade 6; *Grade 8; Intermediate Grades; Junior High Schools; Knowledge Level; Middle Schools; Predictor Variables; Rural Areas; Sex Differences; *Student Attitudes
IDENTIFIERS- *Middle School Students

Alcohol has been and continues to be the drug of choice of youth. More than 75% of adolescents have used alcohol by the age of 16 and over 60% of high school seniors nationwide have used some form of alcohol on the average of once a month. This study investigated factors affecting attitudes toward use of alcohol of 6th-grade students (N=68) and 8th-grade students (N=60). Students were from areas in central Kansas in which agriculture was the main source of income, and from a more urbanized area. The students were surveyed, and these variables were investigated: grade placement, gender, community, perceived peer attitude, perceived parental attitude, and knowledge of alcohol. The dependent variable was the individual's attitude toward use of alcohol score from the Alcohol Attitude Questionnaire. The results of the study appeared to support these generalizations: (1) perceived peer attitude was positively associated with the individual's attitude toward alcohol use; (2) perceived parental attitude was positively associated with the individual's attitude toward alcohol use; (3) gender and grade in school were not associated with the individual's attitude toward alcohol use; (4) no association was found between community and the individual's attitude toward alcohol use; and (5) knowledge about alcohol was not associated with the individual's attitude toward alcohol use. (Author/ABL)

ED 341 949 CS 010 799

Fauvel, Monique
Utilizing Multicultural Reading Resource Materials To Improve Reading Motivation and Performance among High School Students.
PUB DATE- Nov 91
NOTE- 108p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Classroom Environment; High Schools; *High School Students; *Multicultural Education; *Reading Materials; *Student Attitudes; Student Motivation
IDENTIFIERS- Africa; Caribbean Islands; Ethnic Literature; *Reading Motivation

This paper reports on a practicum designed to increase reading motivation among senior high school students (as reflected by the number of books checked out from the school library) and to promote a better understanding of cultural sub-groups in the school, of which Blacks constituted the largest group (41%) and Hispanics, the second largest (29%). Students were guided

Community Knowledge and Classroom Practice: Combining Resources for Literacy Instruction. A Handbook for Teachers and Planners.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 74p.; Innovative Approaches Research Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Elementary Education; *Family Environment; Family Influence; *Family School Relationship; High Risk Students; Instructional Effectiveness; *Literacy; *Mexican Americans; Program Descriptions; *Program Implementation; School Community Relationship; Urban Education
IDENTIFIERS- Arizona (Tucson); Language Minorities

This handbook describes an innovative instructional/innovation model (implemented in an urban school district in the southwestern United States) that represents a promising approach to the education of language minority students. School personnel, parents, and educational planners may use the handbook to assess the appropriateness of the intervention for their schools. Teachers may look to the handbook for explicit advice on implementing the model. Sections of the handbook include: Overview of the Project; The Conceptual Underpinnings: Combining Resources for Instruction; Implementation of the Model; What Do I Do? and Results to Be Expected. A list of contacts and materials available, a 55-item bibliography and list of works cited, and a list of the domains of knowledge in the community are attached. (RS)

ED 341 970 CS 010 846

Pike, Kathy
Compensatory Education Reading Instruction and Congruence: Passport to Literacy?
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basal Reading; Classroom Research; Comparative Analysis; *Compensatory Education; Congruence (Psychology); Decoding (Reading); Grade 2; Primary Education; Reading Research; Reading Skills; *Remedial Reading; Word Recognition

A descriptive study examined the nature of compensatory education (CE) reading instruction and its relationship to the classroom setting. Subjects were 28 second-grade children and 5 pairs of second-grade and compensatory education reading teachers at 5 elementary schools in a school district located in a small community. Data on the teachers, students, and types of activities that comprised both classroom and remedial instruction were obtained over several months through the use of observation and teacher interviews. Results indicated that CE reading instruction provided to poor readers was similar to descriptions from classroom-based research in that reading instruction was delivered largely through written assignments and question-and-answer sessions. Students listened a great deal to their teachers and to their classmates; they responded when called on to respond; and they fulfilled many paper and pencil tasks. There was little oral reading, and silent reading

Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Educational Research; Foreign Countries; High Schools; *Interprofessional Relationship; *Narration; *Occupational Information; Teacher Role; *Teaching Experience; *Theory Practice Relationship
IDENTIFIERS- *Expertise; School Culture; *Teacher Knowledge; Teacher Researcher Relationship

Narratives are the preferred model for conserving and communicating practical craft knowledge. The undercurrent of narratives was examined in three sites where practical craft knowledge was communicated: (1) a kitchen in a fishing community; (2) high school classrooms; and (3) a staffroom where teachers tell novices and researchers stories in order to explain themselves. The narratives demonstrated how important experiences and knowledge are fashioned into narratives for storage and easy retrieval so that they can be used to judge practice and to be shared with fellow practitioners. The experienced teachers' narratives as told to novices illustrate good praxis upon which the novice can fix his or her eyes and which can be used as models for future achievement. Narratives containing craft knowledge often offer both good practice and recipes for survival. The narratives should tell a great deal about the nature of teaching. (Thirty-one references are attached.) (SG)

ED 341 991 CS 213 165

Gudmundsdottir, Sigrun
The Narrative Nature of Pedagogical Content Knowledge.
PUB DATE- Apr 91
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; Higher Education; *Narration; Teacher Role; *Teaching Experience; *Teaching Models
IDENTIFIERS- *Expertise; Narrative Text; *Pedagogical Content Knowledge

The study of narrative is an interdisciplinary enterprise actively pursued within literary criticism, semiotics, philosophy, anthropology, linguistics, cognitive psychology, and psychiatry. Within education, narratives have found their practical application in two areas. In the curriculum field, narratives seem an obvious choice as organizing structure. A study of experienced teachers has shown that they intuitively use narratives to bring order to what they consider a chaotic curriculum. The second area in which narratives have found application in education is in research. Many good researchers on teaching use narratives both in the inquiry process and in reporting results. Since the introduction of the concept of "pedagogical content knowledge," more and more researchers and teachers have realized the importance of narrative in the teacher knowledge base. Pedagogical content knowledge is a practical way of knowing subject matter. It is learned mostly on the job in teaching. Tradition provides the narrative models to draw upon to understand and construct the present. The study of teacher narratives brings educators to the heart of convictions and acting on those convictions. (SG)

ED 342 010 CS 213 191

Hesse, Doug
Strange Attractors: Chaos Theory and Composition Studies.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Writing (Composition); *Writing Ability
IDENTIFIERS- *Chaos Theory; Composition Theory; Discourse Communities; Text Factors; *Writing Development

Chaos theory provides a powerful lens for re-seeing a number of issues in composition studies ranging in scale from achieving a generative model for text production to articulating the very nature of the discipline. Chaos systems are nonlinear, have complex forms, manifest recursive symmetries between scale levels, have feedback mechanisms, and are extremely sensitive to initial conditions. Writing over computer networks is a chaotic system. The production of most texts, not only those collaboratively written, is a chaotic process. The development of individual writing abilities cannot be modeled by linear equations. The complexity of how texts constitute a discipline is well described by chaos ideas. Composition studies exhibit a fractal structure, as do chaos studies. The experience of entering the field of composition studies, trying to grasp its various elements, parallels the transition to turbulence. The consolation of chaos theory is that within the field regions of stability do exist, if only expectations of what constitutes order are shifted. (Fifteen references are attached.) (RS)

ED 342 011 CS 213 192

Nystrand, Martin; And Others
Using Small Groups for Responses to and Thinking about Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 14 Feb 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Research; *Cooperative Learning; English Instruction; *Grade 8; *Grade 9; *Instructional Effectiveness; Personal Autonomy; Secondary Education; *Small Group Instruction; Teaching Methods
IDENTIFIERS- Small Group Communication

Research has shown that in the small group setting, students develop well articulated understandings and better recall of their readings. One study, however, showed negative results in terms of recall, understanding, and personal response for small group work in eighth-grade literature classes. Those findings led to follow-up research on the ninth-grade level. In an examination of 54 ninth-grade English classes, small group activities occurred in only 29 of 216 classes observed, for an average of only 15 minutes at a time. As in the eighth-grade study, the ninth-grade research showed that overall, small

Keefe, Carolyn
Examining the Process of Coaching the Oral Interpretation of Poetry.
PUB DATE- 1 Nov 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Analysis; Higher Education; Literary Criticism; *Oral Interpretation; *Poetry; *Public Speaking; Research Methodology; *Rhetoric
IDENTIFIERS- *Debate Coaches; *Debate Theory

A study examined the question of what sequence patterns, if any, of covering oral interpretation topics emerge from forensic coaching sessions. To answer the question it was first necessary to analyze the process used by the coaches. Process was defined as the action of passing through continuing development from a beginning to a contemplated end. Coaches were observed in order to determine the topics experts consider essential when preparing for oral interpretation of poetry. A list of 68 topics was compiled from leading textbooks, and the topics were grouped into 5 categories: (1) focus on literary analysis; (2) focus on delivery; (3) focus on audience; (4) focus on manuscript; and (5) focus on forensics. Topic coverage in 35 coaching sessions was examined. Of the 68 topics, only repetition, tension, audience context, and tournament functioning were not addressed in coaching sessions. Among topics most often addressed by coaches were storyline, theme, persona, and mood. In general, as the focus on literary analysis declined over the sessions, focus on delivery rose. Literary analysis topics tended to be covered early in coaching sessions. The fact that three of four topics found in all stages of coaching dealt with literary analysis is a strong indication that coaches emphasize the poems as literature study. (Four tables of data are included.) (SG)

ED 342 033 CS 507 726

Costanzo, William V.
Reading the Movies: Twelve Great Films on Video and How To Teach Them.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Discourse Analysis; English Instruction; *Films; *Film Study; Higher Education; High Schools; Instructional Innovation; Videotape Recordings
IDENTIFIERS- Film Genres; Film History; *Film Viewing

Recognizing film as a medium of expression that should have a place in high school and college classrooms, this book provides a framework for teaching about film as a medium and for studying the ways filmmakers use images and technology to convey experiences, emotions, and ideas. The first part of the book presents six chapters on "reading" the movies: (1) the Art of Fiction Film; (2) the Languages of Film; (3) the Technology of Film; (4) a Brief History of Film; (5) Theories of Film; and (6) Film in the English Class. The second part of the book problems involved in assessing software quality and argues for a goal-oriented approach to managing and engineering software development. Included is a question-and-answer session for the presenters' panel, followed by a panel wrapup and identification of following effort. (TE)

ED 342 051 EA 020 760

Wiske, Martha Stone
A Cultural Perspective on School-University Collaborative Research. Topical Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 31p.; An earlier version of this paper was presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Higher Education; Institutional Cooperation; *Laboratory Schools; Research Coordinating Units; *Research Methodology; *Research Utilization
IDENTIFIERS- *Educational Technology Center MA

This paper analyzes the process of collaborative research at Harvard University's Educational Technology Center, focusing on the conflicts or tensions that reveal differences in the cultures of schools and universities. It clarifies differences between schools and universities in tacit assumptions and values, in customary language and norms, and in organizational structures. The introduction discusses the current need for collaboration in research on effective instructional methods and materials to effectively prepare students for a rapidly changing, information-based society. Following this, a background section discusses the Educational Technology Center's mission and approach. It also outlines the methods employed in the collaborative research process. Next, exemplary vignettes are presented to illustrate the stages in the collaborative research process: defining targets of difficulty, diagnosis of the root of the difficulty, designing and pilot testing interventions, designing and conducting teaching experiments in classrooms, and analyzing and reporting research results. The subsequent discussion focuses on themes that emerge from these vignettes about collaborative research: maps of the subject matter domain; the nature of basic and applied research; the nature of knowledge, teaching, and learning; time considerations; and ownership and responsibility. The paper concludes with recommendations for sustained commitment, reciprocal exchanges, mutual education, and rewards for collaboration. A bibliography is included. (TE)

ED 342 052 EA 021 923

Brown, Alan
The Case for Breadth in Computing and Information Technology Education and Training for 13-19 Year Olds.
PUB DATE- Apr 90
NOTE- 9p.; Paper presented at the Annual European Conference on Technology and Education, "EURIT 90," (3rd, April 1990).
LANGUAGE- English

curriculum, and professional development--at the primary, middle, and high school levels. Resources for early childhood education and adult literacy programs and the use of technology are also outlined. Issues in school governance, addressed in part 2, include accountability, school leadership, and school-based decision making. Components of a funding plan based on state, local, and private sources are described in the third part. The appendix consists of a master plan cost analysis. (LMI)

ED 342 071 EA 023 638

Richardson, Mike; And Others
South Carolina's Education Improvement Act: Is It Working?
PUB DATE- Feb 91
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 13-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; Beginning Teachers; *Curriculum Development; *Educational Finance; Elementary Secondary Education; Excellence in Education; *Morale; Public Schools; *School Restructuring; State Legislation; *Teacher Evaluation
IDENTIFIERS- *South Carolina

South Carolina's response to the excellence literature of the early 1980s is called the Education Improvement Act (EIA). This act increased high school graduation requirements, required basic skills testing and standardized observation of teacher candidates, and mandated extensive competency testing and remediation of students. The EIA, like most such legislation, tends to centralize control of, and standardize, many aspects of education, including curriculum and instruction. This study examined the opinions of administrators about the effectiveness of the excellence movement in South Carolina. Participants were selected using linear systematic sampling procedures. For the principal questionnaire the return rate was 67 percent, and for superintendents the rate was 89 percent. According to findings both principals and superintendents believe that education and the quality of beginning teachers has improved. Financial support of the state elementary and secondary education programs has also improved. Control of specific areas of the educational industry has been a major element of the national debate. Responses to questions concerning how much control the state department of education has on teacher evaluation, administrator preparation, curriculum development, and responsibility for funding are reported. Morale of educators is another research area reported. The paper concludes with a note on the weaknesses in the study and a discussion of the findings. (RR)

ED 342 072 EA 023 644

Jensen, Jacquie; And Others
Middle Level Leadership Handbook. National Leadership Camp Curriculum--Student Guide.
PUB DATE- 91
NOTE- 242p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

outcomes included teacher ownership of evaluations, a partnership with objective outsiders, and a focus on pupil perceptions. (22 references) (LMI)

ED 342 092 EA 023 688

Murphy, Joseph
School Effectiveness and School Restructuring: Contributions to Educational Improvement.
PUB DATE- Jan 92
NOTE- 39p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (5th, Victoria, British Columbia, Canada, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Philosophy; *Effective Schools Research; Elementary Secondary Education; School Based Management; *School Effectiveness; *School Restructuring
This paper examines the contributions of the two dominant theories of school improvement--effective schools and school restructuring--to education. The first section reviews effective schools theory; the second section reviews the school restructuring literature, with attention to its extension of tenets of the effective schools paradigm. Each section includes a brief historical overview, a taxonomical or conceptual framework, and details of the major contributions. A conclusion is that the effective schools movement established a basis for school improvement founded on a belief in the educability of all learners and a focus on outcomes, school responsibility, learning-centered teaching, and the whole environment. The school restructuring movement holds promise for educational improvement, based on the legacy of effective schools theory. (48 references) (LMI)

ED 342 093 EA 023 693

Collaborative Bargaining: A Critical Appraisal. Studies in Collective Bargaining.
PUB DATE- 91
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Collective Bargaining; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; *Negotiation Agreements; *School Districts
IDENTIFIERS- *Collaborative Bargaining
During the 1980s, the number of local education associations engaging in some type of collaborative bargaining, a problem-solving approach conducted in an atmosphere of mutual respect, grew significantly. In exploring the theory and practice of collaborative bargaining, the National Education Association relied on available published materials and interviews with local leaders and staff with firsthand knowledge of the process. The report provides local education associations with the kind of information that will help them make relatively informed assessments about the process. To understand the forces behind the growth of collaborative bargaining, five kinds of pressure for change are detailed and two problems contributing to a degree of controversy are addressed. A

1,265 (38 percent) responded. The responses of public school teachers provide a comprehensive look at their opinions, status, and experiences. Tables summarize the data for the total responding group and for the following subgroups: (1) school type (elementary, middle or junior high, senior high) (2) career plans (teaching is my career, undecided, considering other career opportunities; (3) sex; and (4) four age categories. Questions covered such topics as years of experience as a teacher, graduate degrees, current class sizes, and length of time spent at schools each day. Respondents were also asked to provide information about the schools in which they worked and about the students enrolled in these schools. Opinion items in the survey instrument asked teachers for their views on national testing, the elements that either contribute to or detract from their own job satisfaction, and an assessment of factors hindering student achievement. Data from teachers' responses are summarized in 46 tables; principals' responses to a poll conducted at the same time as the teachers' survey are summarized in 6 tables. Appended is a technical note with information about estimates of sampling variation, and confidence intervals of percentages and of averages. (MLF)

ED 342 114   EA 023 732

Newman, Frank
What Business Can Do To Achieve Educational Change in a Community.
PUB DATE- 15 Jan 90
NOTE- 21p.; Remarks presented at the Meeting of the St. Louis Regional Educational Partnership (St. Louis, MO, Jan 15, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Education; *Cooperative Planning; *Educational Change; *Educational Improvement; Elementary Secondary Education; *School Business Relationship; School Restructuring; *School Support

The role of business in facilitating educational change is examined in this document, with attention to developing a coalition of business and community leaders for school reform. The first section outlines 12 steps for achieving effective change, followed by a discussion of specific complications, such as a diverse population, need for a dynamic system, and need for teaching different skills and values. Seven ineffective and 12 effective strategies are highlighted next. Finally, five principles for restructuring are presented, which include a focus on student learning improvement, equity and high standards, active engagement of students, systemic change, and coherent policies across the system. In a brief concluding summary it is recommended that individual schools be held accountable for performance and that educators should provide clear definitions of educational objectives and processes for change in order to obtain the funding they need. (LMI)

ED 342 115   EA 023 734

Prickett, R. L.; And Others
Opportunities for Success: Kentucky's Beginning Principal Intern Program.
PUB DATE- Aug 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National

information; effectively processing this information; and dealing with the excessive cost of creating and maintaining a national database. All the recommendations for new indicator systems feature some version of an input, process, output model that flows from characteristics of the community and the population served, through characteristics of the school itself, to characteristics of learner outcomes. Student achievement is the primary outcome. This document shows several simple models for indicator systems and discusses how to transform the models into indicators, the indicators into data, and the data into information. The last section addresses national projects to develop indicators, the burdens and benefits these projects have on local schools, and the effects these projects have on the future of education. (30 references) (LAP)

ED 342 135 EA 023 767

Guthrie, Larry F.
School Improvement for Students At Risk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Change; Elementary Secondary Education; *Excellence in Education; *High Risk Students; Participative Decision Making; Public Schools; School Community Relationship; *School Restructuring

Educational reform efforts have increasingly focused on students at risk of school failure. Educational reform in the 1990s shows a trend toward large-scale restructuring of schools. This document explores the relationship between reform-restructuring schools, and improving educational outcomes for students at risk. Two main questions are posed: Do the types of changes proposed for restructuring schools promise to benefit all students? and What aspects of restructuring are compatible with what we know about educating at-risk students? After reviewing the impact of educational reform on students at risk, recent educational reform is traced from a focus on excellence to one that includes disadvantaged and low achieving populations. An emerging consensus of how schooling is best designed for at risk students is described as raising expectations for all students, responding to student diversity, and building response integrated support. The following three dimensions of restructuring are identified and their potential effect on students at-risk is discussed: (1) changes in school governance, management and leadership; (2) changes in connections with the community; and (3) changes in the process of schooling. (81 references) (Author/LAP)

ED 342 136 EA 023 769

Guthrie, Larry F.; Scott, Bonnie L.
School-Community Linkages in the Western Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Three academically deficient and behavior disordered male students, 9 to 13 years of age, participated in a treatment program to improve their written composition skills. A multiple-baseline across-subjects design was used to analyze the effects of three treatment procedures on the number and variety of adjectives per T-unit (minimal terminable unit) written by the students. Treatment 1 was simple instructions, descriptive praise, and points for use of adjectives; Treatment 2 added sentence-combining instructional materials; and Treatment 3 added descriptive praise and points for use of different adjectives. Treatment 1 alone was sufficient to systematically increase the number and variety of adjectives per T-unit. Furthermore, the mean number of all words per T-unit increased by 4 to 5 grade levels for two students, bringing them above grade level. Evaluations of story quality showed marked improvement for all three students. (21 references) (Author/DB)

ED 342 154 EC 300 913

Rousseau, Marilyn K.
Increasing the Use of Compound Predicates in the Written Compositions of Students with Mild Learning Handicaps.
PUB DATE- May 89
NOTE- 17p.; Paper presented at the Annual Convention of the Association for Behavior Analysis (15th, Nashville, TN, May, 1989). For related study, see EC 300 912.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Learning Problems; Males; Positive Reinforcement; *Sentence Structure; Special Classes; Teaching Methods; Writing (Composition); Writing Improvement; *Writing Instruction
IDENTIFIERS- Predicates

This study evaluated a behavioral teaching strategy for teaching the use of compound predicates in writing to three academically deficient, behaviorally disordered boys (ages 9 to 13). The strategy attempted to affect the number of compound predicates per T-unit (minimal terminable unit) per 20-minute writing session using a combination of sentence-combining exercises and reinforcement. The three students showed systematic increases in the number of compound predicates they wrote during each writing session. Results suggest the usefulness of the T-unit as both an instructional unit and for research purposes. (15 references) (DB)

ED 342 155 EC 300 914

Qualitative Research: Its Value and Role in Policymaking.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Developmental Disabilities; Family Problems; Field Studies; *Friendship; Human Services; Naturalistic Observation; Participant Observation; *Policy Formation; Program Development; *Qualitative Research; *Research Methodology; Social Integration; *Supported Employment

This Policy Research Brief explores the strengths of qualitative and needs. Learning styles or preferences are noted, along with their assessment. Tips on instructional accommodations are listed, including general techniques and techniques that capitalize on visual strengths, auditory strengths, and kinesthetic and tactile strengths. A list of resources, including print materials, videos, and organizations and agencies, is provided. Appendixes contain the Academic Assessment Instrument for Literacy Students and a list of common approaches to teaching reading in literacy programs. (7 references) (JDD)

ED 342 174 EC 300 933

Lombardi, Thomas P.; Odell, Kerry S.
A Two Year Follow-Up Study on Junior High Students at Risk and Special Education Factors.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Council for Exceptional Children's Topical Conference on At-Risk Children and Youth (New Orleans, LA, November 10-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Drug Use; Failure; Followup Studies; Grade 7; Grade Repetition; Handicap Identification; *High Risk Students; *Intervention; Junior High Schools; Junior High School Students; Learning Disabilities; Mainstreaming; *Outcomes of Treatment

The study reported here is an analysis of 100 seventh graders who were part of a 1989 and 1991 follow-up Phi Delta Kappa study on high risk students enrolled in general education. In 1989, 26 of the 100 students were identified as at risk. Approximately 39% of the at-risk students were identified as eligible for special education, the vast majority as learning disabled. After 2 years of program interventions, the at-risk students were still being retained and failing to a greater degree than their non-at-risk counterparts. They used and sold drugs to a greater degree and received lower grades. More at-risk students received intervention services than their non-at-risk counterparts, including smaller classes, tutoring, extra skill training, extra materials, and special teachers. Intervention strategies did not seem to differ between special education students at risk and other students at risk. (15 references.) (JDD)

ED 342 175 EC 300 934

Berger, Sandra L.
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Principles; Elementary Secondary Education; *Gifted; Special Programs; Student Characteristics; Student Development; Student Needs; *Talent
IDENTIFIERS- Differentiated Curriculum (Gifted); ERIC Digests

No matter where gifted and talented students obtain their arts, science); alternative forms of testing (curriculum based measurement, portfolio assessment, multiple strategies approach); the classroom environment, and goal and standard setting by both students and teachers. (65 references) (DB)

ED 342 193 EC 300 952

Leach, Lynda N.
Compendium of Project Profiles, 1991.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 409p.; For the 1990 compendium of project profiles, see ED 331 237; for earlier documents, see ED 291 169, ED 300 991, and ED 316 987.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Demonstration Programs; *Disabilities; *Education Work Relationship; Employment Programs; Family Involvement; *Federal Programs; High Schools; *Job Training; Learning Disabilities; Mild Disabilities; Models; Postsecondary Education; Program Descriptions; Self Determination; Severe Disabilities; Skill Development; *Transitional Programs; *Vocational Education; Vocational Rehabilitation

This directory describes current and newly expired projects funded under the Office of Special Education and Rehabilitative Services' Secondary Education and Transition Initiative. An introduction describes the Transition Initiative and the role of the Transition Institute at the University of Illinois. A series of one-page case studies describes 68 projects that provide direct service to young adults with disabilities, focusing on postsecondary demonstration projects, family networking, training and employment models, and self-determination skill development. Following an overview of projects, a project profiles section presents descriptions of both current and recently expired transition projects, grouped according to the competition under which they received their grant award. The competitions included are: demonstration projects to identify and teach skills necessary for self-determination, family networking, secondary and transition services follow-up and follow-along projects, training and employment models, postsecondary demonstration projects, models for planning and implementation of transitional services, models for providing secondary mainstreamed learning-disabled and other mildly handicapped students with job-related training, and special projects and demonstrations for providing vocational rehabilitation services to severely disabled individuals. Indexes provide access to projects' titles, key personnel, locations, and disabilities served; and appendices contain copies of survey forms. (JDD)

ED 342 194 EC 300 953

Rusch, Frank R.; And Others
Descriptive Analysis of Secondary Special Education and Transition Services Model Programs.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.

The International English Language Testing System (IELTS): Its Nature and Development.
PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Regional Language Seminar on "Language Testing and Programme Evaluation" (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); English for Academic Purposes; English for Special Purposes; Foreign Countries; Foreign Students; International Cooperation; *Language Proficiency; *Language Tests; Screening Tests; Student Placement; Test Construction; *Testing
IDENTIFIERS- Australia; Great Britain

The nature and development of the recently released International English Language Testing System (IELTS) instrument are described. The test is the result of a joint Australian-British project to develop a new test for use with foreign students planning to study in English-speaking countries. It is expected that the modular instrument will become the principal test taken by overseas students intending to study or train in Australia or Great Britain, and comprehensive test administration procedures are being established in most parts of the world. It assesses both general proficiency and English for academic and other special purposes in one of four broad discipline areas (general training, arts and social sciences, physical sciences and technology, and life and medical sciences). An introductory section offers background information on the test construction process, and subsequent sections describe in greater detail the test format, subtests and specifications, efforts to make the test international in nature and to limit cultural bias, and issues in test management and administration. A brief bibliography is included. (Author/MSE)

ED 342 212 FL 019 255

Ingram, D. E.
Language Proficiency Testing in the International Setting: Bibliographies, Portfolio of Papers, and an Overview Paper.
PUB DATE- Jun 90
NOTE- 46p.; Paper presented at a meeting of the International Working Group on Assessment of Proficiency Levels for Students of Japanese as a Foreign Language (Canberra, Australia, June 12-14, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Foreign Countries; *Japanese; *Language Proficiency; *Language Tests; *Rating Scales; Second Language Instruction; *Second Languages; Testing; Uncommonly Taught Languages
IDENTIFIERS- *Australia

Materials compiled for a conference on the assessment of Japanese second language proficiency include a partially annotated bibliography of references concerning proficiency testing as it may relate to the Japanese language and an overview essay entitled "Towards the Development of Proficiency and Other Tests in Japanese as a Foreign Language in Australia." The career areas; (3) a group of fact sheets on standardized language test programs, opportunities for using community language proficiency, financial aid, European Community programs, professional associations of interest, and results of a survey of postsecondary graduates concerning post-graduation employment; (4) two posters promoting language study; (5) a secondary student-oriented booklet on the role of second language knowledge in a variety of career fields; (6) a booklet for university students of modern languages concerning career options; and (7) a student guide to studying and working in Europe. Several order forms for reference materials are also included. (MSE)

ED 342 235   FL 020 023

Labrie, Normand
Choix linguistiques, changements et alternances de langue: Les comportements multilingues des italophones de Montreal (Linguistic Choices, Changes, and Code Switching: The Linguistics Behaviors of Italophones of Montreal).
PUB DATE- 91
NOTE- 221p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Code Switching (Language); *English; Foreign Countries; *French; *Italian; *Language Role; *Linguistic Borrowing; Males; Sociocultural Patterns
IDENTIFIERS- Canada; *Quebec (Montreal)

A study of 15 fathers and their 16 sons in an italophone community in Montreal (Canada) focused on the usage of Italian, French, and English in communication between generations and in a variety of activities. Data were drawn from 45 hours of taped conversation in home and work settings, which included 4,848 instances of language contact. Of the 15,422 speaking turns taken, 50% were in Italian, 30% in French, and 20% in English. An analysis examined the language choices, language maintenance or switching at the beginning of a turn, language switching within a turn, insertion of words borrowed from another language, and insertion of proper names borrowed from another language in this population in relation to a number of individual characteristics (including generation, language competence, language of schooling, professional occupation, and ethnolinguistic family composition) and situational variables. In general, results indicate that the three languages play an important role in the italophone community. However, they are not found to be interchangeable. Italian and English were found to be used concurrently, with English gaining ground over Italian as the medium of intragroup exchange. French is more likely to be used in interactions with francophones. (Author/MSE)

ED 342 236   FL 020 064

Jorden, Eleanor H.; Lambert, Richard D.
Japanese Language Instruction in the United States: Resources, Practice, and Investment Strategy. National Foreign Language Center Monograph Series.
SPONS. AGENCY- Japan - U.S. Friendship Commission, Washington, D.C.; United States-Japan Foundation.
PUB DATE- 91
NOTE- 204p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.

Educational Opportunities for Unemployed Adults" (Paul Fordham); "Open College Networks and Unwaged People" (David Browning); "Adult Education and Trade Union Centres against Unemployment" (Keith Forrester, Kevin Ward); "Community Business Development in Scotland: Its Relevance to Adult Education" (George Burt); "Recurrent Education and the Labour Market: Changing Conceptions within Swedish Post-Compulsory Education" (Kenneth Abrahamsson); "Youth Unemployment in West Europe: Alternating Training Systems as Responses to Youth Unemployment in Five Western European Countries" (Krista Michiels); and "Conclusion: Education and Training Policies--Future Challenges for Educational Institutions, Employers, and Trade Union Organisations" (Keith Forrester, Kevin Ward). (KC)

ED 341 774 CE 060 154

White, Warren J.
Kansas Career Development Competencies and Life Skills for Transition.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Development; Career Education; Check Lists; *Competence; Curriculum Development; *Daily Living Skills; *Developmental Disabilities; *Education Work Relationship; Guidelines; *Job Skills; Needs Assessment; Occupational Information; Special Education; State Standards; Values; Vocational Education; Work Attitudes
IDENTIFIERS- Kansas; National Career Development Guidelines

This document lists the competencies and skills necessary for the successful transition of special education students into the work force and the community. When fully implemented by a school, these competencies and skills assist the school and the Kansas Department of Rehabilitation Services in meeting the requirements of the state law on transition planning for developmentally disabled persons. Directions are provided for use of these guidelines as a needs assessment by teachers, administrators, parents, and local business oweners on the steering committee. Two blank lines precede each statement. On the first, the evaluator indicates, by a letter according to a given scale, whether the students develop the competency/skill in the current curriculum. On the second line, the evaluator indicates, by a number according to a given scale, a priority level for the competency/skill. Career development competencies and life skills are divided into these categories under the general heading of attitudes, values, and habits: unspecified, human relationships, occupational information, and acquisition of actual job and daily living skills. (YLB)

ED 341 775 CE 060 162

Randall, Judith D.
Job Notes '91 Curriculum. A Career Development Unit Addressing Competency Statements from the National Career Development Guidelines.
PUB DATE- Oct 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Choice; *Career Education; *Career Guidance;

would present the realities of teen parenthood. The video was intended to show the social and economic problems teen parents encounter, the potential problems single parents must face, and the expectations of parenthood. Steps in the writing process included the following: interviews with girls in the Single Teen Parent project; writing of preliminary drafts; discussion of the drafts with teens, teen parents, and counselors; and completion of a final draft ready for production. (The video script is attached to the three-page report. It is designed to depict a realistic situation about teenage pregnancy that will provoke thought among teenagers.) (YLB)

ED 341 794 CE 060 261

Creative Horizons. Annual Progress Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; Adult Vocational Education; Annual Reports; *Community Information Services; Counseling Services; Daily Living Skills; *Displaced Homemakers; Employment Services; Interest Inventories; Interviews; Job Skills; Long Range Planning; Nontraditional Occupations; Occupational Tests; *One Parent Family; *Outreach Programs; *Referral; Resumes (Personal); Substance Abuse
IDENTIFIERS- Hopkinsville Community College KY; Kentucky (Hopkinsville)

The Single Parent/Homemaker Center, located at Hopkinsville Community College (Kentucky), provided immediate outreach and referral services to single parents and displaced homemakers between July 1989 and June 1990. The following services were offered to participants: personal and academic counseling, resume and interviewing workshops, referral services, workshops and seminars, occupational and interest testing, and employment referrals. The center also assisted qualified participants with training and independent living skills, individualized goals/life plans, exploration of nontraditional options, and alcohol/drug awareness workshops. The center served 123 women and 3 men. Plans were made to include a child-care facility for the following year so that single parents can participate in workshops. (The following attachments are included: a poem, "Memories of Jeffrey"; "Positive Thinker"; and letters from four participants.) (NLA)

ED 341 795 CE 060 262

Single Parent/Homemaker Transitional Support Center. Annual Report.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 30 Jun 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; Adult Vocational Education; Annual Reports; Career Exploration; *Community Information Services; Counseling Services; Daily Living Skills; *Displaced

more) industrial arts teachers were refocusing technology education prior to its adoption. This revising meant that they felt the new program did not meet students' educational needs. (Eight tables and seven figures are attached.) (YLB)

ED 341 812 CE 060 294

Dormody, Thomas J.
Resource Sharing between Secondary School Teachers of Agriculture and Science Departments: A National Study.
PUB DATE- Dec 91
NOTE- 16p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Educational Cooperation; National Surveys; *Science Departments; Secondary Education; *Shared Resources and Services; *Teacher Attitudes

A study explored perceptions of teachers of agriculture regarding resource sharing between secondary school teachers of agriculture and science departments in the United States. Data were collected between October and December 1990 following the Dillman procedure for mail questionnaire administration to a random sample of 400 secondary school teachers of agriculture; the usable response rate was 61 percent (n=244). The questionnaire consisted of three Likert-type summative scales, each containing five indicators representing the followihg conceptual domains or resource sharing categories: instructional services, equipment and supplies, curriculum and instructional materials, program support services, and facilities. The scales measured three sharing dynamics: (1) present sharing of science department resources with teachers of agriculture; (2) present sharing of agriculture program resources with science departments; and (3) projected sharing of science department resources with teachers of agriculture. The questionnaire also contained two checklists of specific shared resources. Instructional services had the lowest mean among resource categories for each of the three sharing dynamics; equipment and supplies had the highest mean. Except for equipment and supplies, teachers perceived they had shared more resources than they had received. Teachers predicted significantly higher science department use in the future. (22 references) (YLB)

ED 341 813 CE 060 295

Fritz, Robert L.
The Association of Selected Conative Variables to Field-Dependence with Inferences for Reasoning Characteristics in Marketing Education.
PUB DATE- Dec 91
NOTE- 23p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; Cognitive Style; Distributive Education; Educational Psychology; Educational Research; *Field Dependence Independence; *Marketing; Problem Solving; Secondary Education; Sex

Schroder, Karsten
The Role of Craft Industry in Germany's Social Market Economy. Social Report.
PUB DATE- 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Apprenticeships; Building Trades; *Craft Workers; Economic Change; Fashion Industry; Financial Support; Food Service; Foreign Countries; *Free Enterprise System; Health Occupations; Information Services; Metal Working; On the Job Training; Postsecondary Education; Research and Development; Retraining; *Small Businesses; Technological Advancement; *Trade and Industrial Education; Woodworking
IDENTIFIERS- *Germany

Social market economy success in the Federal Republic of Germany is due to free competition, enterprise in the business community, and employees' social security. Craft industries play a major role in Germany's market economy. The craft industry is second only to the manufacturing industry, comprising 23 percent of German firms. There are seven craft trades: building and fitting-out; metalworking; woodworking; garment, textile, and leather; food processing; health and body care professions and chemical and cleaning; and glass, paper, ceramic, and others. The craft industry is organized into guilds, each represented by a district trades council; regional associations; federal guild associations; chambers of handicrafts; the German Trades Council; and the Central German Trades Association. A dual-track system permits apprentices to receive practical training from employers and attend a technical college for theoretical and administrative knowledge. Other major areas of operation are services and repairs. Since Germany's reunification, the craft industry has focused on five areas: (1) individual business consultancy and information services; (2) technological adaptation and research/development activities; (3) federal retraining courses and other educational and social measures; (4) industry promotion; and (5) using public funds for new ventures. Craft firms need information about the changing framework of economic conditions. (Four tables and four addresses for further information are included.) (NLA)

ED 341 833 CE 060 343

Skills Enhancement Program. Performance Report, Evaluation Report, and Administration Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 109p.; For a related document, see CE 060 345.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Literacy; *Articulation (Education); Community Colleges; Electrical Occupations; Job Skills; *Metal Industry; Postsecondary Education; *Program Administration; Program Descriptions; Program Effectiveness; *Program

Appendix B discusses several provisions that were considered by Congress but not enacted, and Appendix C provides selected references related to the 1990 reauthorization of the Perkins Act. (KC)

ED 341 851 CE 060 374

Irwin, Paul M.
National Literacy Act of 1991: Major Provisions of P.L. 102-73. CRS Report for Congress.
PUB DATE- 8 Nov 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Educational Finance; Family Programs; *Federal Legislation; *Federal Programs; *Literacy Education; *Program Development
IDENTIFIERS- *National Literacy Act 1991; Workplace Literacy

The following major provisions of the National Literacy Act of 1991 are described: increase authorization for literacy programs; establish a National Institute for Literacy; authorize state literacy resource centers; create national work force demonstrations; amend basic state grants; revise the Even Start Family Literacy Programs; and authorize other new programs. This report contains the following analyses of the act: (1) current status; (2) authorization of appropriations; (3) literacy planning, research, and coordination; (4) work force literacy; (5) education programs for commercial drivers; (6) books for families; (7) literacy for incarcerated individuals; (8) literacy challenge grants; and (9) territories and freely associated states. A comment section follows the summary of each major provision. Appendix A describes the legislative history of the act; Appendix B provides nine selected references regarding the act. (KC)

ED 341 852 CE 060 375

Rowell, Mary Emily
DISOSS--Distributed Office Support System. An Electronic Messaging System Training Program for American Express TRS Company Employees.
PUB DATE- 31 Jan 90
NOTE- 423p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Computer Oriented Programs; Corporate Education; Electronic Equipment; *Electronic Mail; Entry Workers; Information Dissemination; Instructional Development; Job Analysis; *Job Training; Needs Assessment; *Office Occupations Education; Online Systems; Program Development; Program Evaluation; Program Implementation; Skill Analysis; Staff Development; Task Analysis
IDENTIFIERS- *Distributed Office Support System; *Instructional Systems Development

An instructional system design model was developed for training new employees of the American Express TRS (Travel Related Services) Company, Inc. on the Distributed Office Support System (DISOSS), an electronic mail system. The project used the Interservice Procedures for Instructional Systems Development, which consists of five phases: analysis, design,

(M. B. Lamin); "Strategies for Cooperation in Rural Development" (E. M. Senesie); "Resources: Mobilization, Allocation, and Use" (G. M. Sellu); and "Foreign Aid and Its Implications: Some Questions" (Christiane Kayser). Section IV contains summaries of reports of group discussions of the six case studies that formed the pivotal point of the training. Titles of the case studies and the group reports are as follows: "The Director"; "The Village Clinic"; "Namusu Integrated Rural Development Project"; "The Museum Project"; "A Village School Project"; and "Donors and Recipients." Section V provides comments on role plays related to the case studies that groups were required to act out. Section VI presents results of an evaluation in which participants indicated the following: (1) they believed they learned skills that make a good leader; (2) they wanted to learn more about various aspects of course content; and (3) they were satisfied with the training course. Appendixes include the case studies, evaluation form, and course program. (YLB)

ED 341 870 CE 060 418

Goss, Barbara
The Homestudy Option. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 30 Jun 91
NOTE- 446p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Curriculum Guides; *Equivalency Tests; Fine Arts; *High School Equivalency Programs; *Home Study; Job Skills; Literacy Education; Literature; Mathematics Skills; Rural Education; Science Education; Social Studies; *Test Wiseness; Writing Skills
IDENTIFIERS- 353 Project; *General Educational Development Tests; Pennsylvania

This document contains both a final report and a curriculum guide for the Homestudy Option, a program geared to the 1988 General Educational Development (GED) test. The final report describes two program objectives: (1) providing an adult basic education home study curriculum to rural adults to take the first steps toward educational independence; and (2) reaching many rural students who find educational programs inaccessible. The following project activities are discussed: (1) development of a home study packet containing seven sections, one for each of five GED subjects plus orientation and test-taking units; testing of the packet with 23 students; and dissemination of the project through AdvancE in Pennsylvania. The curriculum guide includes the following sections: orientation; writing; social studies; science; literature and the arts; math; and GED test-taking tips. Each section may include the following: a message to the student; key words and phrases; general information; handouts; questions and answers; "think and write" activities; and examples. (NLA)

ED 341 871 CE 060 422

Lehigh Valley Chamber Network Project 1990-91.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of

ED 341 891 CG 023 986

Huey, Wayne C.
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counseling Services; *Early Parenthood; *Fathers; Intervention; Legal Responsibility; Parent Responsibility; Parent Rights; Resources; *School Counseling; Secondary Education; *Secondary School Students
IDENTIFIERS- ERIC Digests; Legal Rights

Most teenage fathers care about what happens to their children and need to be given the opportunity to explore their concerns and feelings; however, they do not usually ask for help on their own. The Maximizing a Life Experience (MALE) program focuses on the goals of helping young men to understand their emotional as well as their legal rights and responsibilities as unwed fathers and to learn about available resources. The program, which consists of eight sessions plus a group evaluation, is described, and it is concluded that school counselors must become more active in responding to the silent cries of the forgotten half of the teenage pregnancy problem. (ABL)

ED 341 892 CG 023 987

Mohai, Caroline E.
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 31 Dec 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Drug Abuse; Elementary School Students; *Elementary Secondary Education; *Peer Counseling; *Prevention; Secondary School Students
IDENTIFIERS- ERIC Digests

Although peer leaders have been effectively assisting school staffs since the 1960s, they have recently assumed their most critical role to date. Peer leaders are leading other students through drug prevention curricula, particularly those based on the Special Influence Model (SIM), which seeks to stregthen students' awareness of and resistance to external pressures exerted by family, friends, and the media, and to internal pressures such as low self-esteem that can lead youth to drug use. In addition, peer leaders are serving as prevention program administrators and often are taking the leadership in developing alternative drug-free school and community activities. (ABL)

ED 341 893 CG 023 988

Feilke, Kim; Chambliss, Catherine
Disordered Eating in College Students: Links with Childhood Abuse

counselor must be able to identify problems, and decisions should encourage and motivate, not defeat the involved person. The guidance counselor faces opportunities to select and solve problems with counselee involvement, and must be approachable and have an open door policy for students. Confidentiality of what transpires in counseling situations is a must. To provide for individual differences among students, diverse procedures of counseling students may need to be used. Behaviorism may well guide learners to achieve, grow, and develop. With behaviorism, predetermined, precise objectives need careful selection. Each objective becomes a goal for student attainment. Either the student does or does not achieve the specific objective as a result of improved situations or perceptions. Each measurably stated objective achieved by a student should be reinforced. Successive approximations and shaping are two concepts, vital to understand and implement, using the psychology of behaviorism to change behavior. Humanism stresses the salience of students making choices from among alternatives. With humanism, the student becomes more open about the self in an atmosphere of trust and responsibility. Numerous procedures may be considered and used in counseling and guidance. The procedure utilized must assist students to achieve optimally in school and in society. (LLL)

ED 341 911 CG 024 007

Kalish-Weiss, Beth
Creative Arts Therapies in an Inner City School.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Therapy; Creative Art; Elementary Education; Elementary School Students; *High Risk Students; Mental Health Programs; *Music Therapy; Psychiatrists; Psychologists; School Counseling

A project was undertaken to improve mental health treatment services to seriously emotionally disturbed inner city ethnic minority children. Many of these children and the majority of their parents did not speak English. As service planning began it was agreed that the developers would like to emphasize the creative arts therapies, most especially dance/movement therapy and art therapy. Since these two modalities are less culture-bound than more traditional psychotherapies and it was felt that the developers would be able to tap the unique creative expression of each child unencumbered by pressure to use English as the language of communication. The satellite treatment program began in a large elementary school with a bilingual multicultural team consisting of a clinical psychologist, social worker, two child psychiatrists, an art therapist, and a dance/movement therapist. In addition, psychology and art therapy graduate student interns assisted. Components of the program included evaluation, treatment intervention, county mental health and school personnel relationships, and creative arts therapy. (Case studies involving an 8-year-old who could not read or pay attention and a 7-year-old girl who was referred for sexually acting out behaviors and poor academics are included.) (ABL)

ED 341 912 CG 024 008

Smolucha, Larry Walter

management support, followed by lack of quality circle members' commitment, lack of problem-solving skills, quality circle members' turnover, the nature of the task, lack of support from staff members, and lack of data and time, in that order. Furthermore, top-management personnel attributed quality circle failure significantly less to the lack of top-management support than did middle-level supporting staff and quality circle members. (Author/NB)

ED 341 931 CG 024 028

Tang, Thomas Li-Ping; Gilbert, Pamela Rae
Organization-Based Self-Esteem among Mental Health Workers: A Replication and Extension.
PUB DATE- Mar 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (38th, Knoxville, TN, March 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; *Mental Health Workers; Organizational Climate; *Organizations (Groups); *Self Esteem

In the field of human resources management, self-esteem has been one of the most researched personality variables. Recently, the construct of organization-based self-esteem also has come under investigation. Organization-based self-esteem is defined as "the degree to which organizational members believe that they can satisfy their needs by participating in roles within the context of an organization." This study was conducted to further validate and explore the construct validity of a scale developed to measure organization-based self-esteem. Mental health workers (N=155) from the Department of Mental Health and Mental Retardation in the State of Tennessee completed the organization-based self-esteem scale and provided information on demographic, personality, and organizational variables. The results of a step-wise multiple regression analysis showed that organization-based self-esteem was related to subjects' global self-esteem, need for achievement, organizational citizenship, organizational commitment, motivating potential score, and education. Subject status in the organization (direct care employee, administrative staff, managerial personnel) was not related to organization-based self-esteem. The findings suggest that organization-based self-esteem is related to many variables that are intrinsic to the employees' subjective feelings in an organization. (Author/NB)

ED 341 932 CG 024 029

Hoglund, Connie L.; Bell, Terece S.
Longitudinal Study of Self-Esteem in Children from 7-11 Years.
PUB DATE- Aug 91
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; *Children; Environmental Influences; Intelligence; Longitudinal Studies; Personality Traits; Predictor Variables; *Self Esteem; Sex Differences

toward literature from the Caribbean Islands and Africa in an attempt to instill a sense of pride in the students' cultural heritage. Students were grouped by affinity and interest. A reading corner offered a multitude of books as a classroom resource. Students shared orally, with their peers, the fruits of their weekly readings, which led to animated discussions. Audiotapes were sometimes used to introduce the oral readings and set the tone. Slides, photographs, videos, and films were viewed. Field trips to local book stores were organized as well as food fairs which allowed students to taste foods from different countries. Results showed that by the end of the 8-month implementation period, there was an increase of 80% in the number of books checked out from the school library. Students participated in a "Book Drive" so that they would have the necessary materials for the Sustained Silent Reading (SSR) activity; at the end of implementation, 90% of the students admitted enjoying SSR. (Nine figures and six tables of data are included. Twenty-nine references and a questionnaire on attitudes towards reading, reading interest checklist, cultural awareness survey, teacher observation checklist, and a sample "book card" are attached.) (Author/SR)

ED 341 950 CS 010 807

Christensen, Linda; Walker, Barbara J.
The Teacher/Researcher in Preservice Reading Education.
PUB DATE- Nov 91
NOTE- 17p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Course Organization; Elementary Secondary Education; Higher Education; Naturalistic Observation; *Preservice Teacher Education; Reading Diagnosis; *Reading Teachers; Teaching Methods
IDENTIFIERS- Collaborative Research; Teacher Researchers

A naturalistic study examined how the structure of a teacher education course in reading diagnosis promoted an active, constructive stance toward teaching. Two professors in education participated in the study; one was the participant/instructor in the class and the other was a participant/observer. The 20 students in the class attended a seminar followed immediately by a practicum experience tutoring children with reading difficulties. Data included field notes, lecture notes, video and audiotapes of lectures and discussions, in-depth interviews with students, essay exams, and tutoring journals. Results indicated that four patterns encouraged the preservice students to integrate concepts: (1) using multiple perspectives to develop lesson plans; (2) offering the students structure and direction; (3) spending a majority of instructional time on student-led learning; and (4) modeling instructional techniques that illustrated a concept. Findings coalesced into a major theme, that of dealing with complexity which involves recognizing that teaching is a complex interaction where concepts interact and change as they are applied within a situational context. (RS)

ED 341 951 CS 010 815

Corboy, Margaret; And Others
A Kaleidoscope: Children Viewing the World through Books of the

of connected text and composing were virtually nonexistent. Goals of classroom teachers and CE teachers were similar: to provide a firm foundation in basal reading skills, with emphasis on decoding skills and word recognition development. It is evident that both in the classroom and in the CE setting, these poorer readers are being given only partial aspects of the basal instructional program. (Three tables of data are included.) (RS)

ED 341 971 CS 010 849

Sanacore, Joseph
Guidelines for Hiring Qualified Reading Professionals.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; Guidelines; Instructional Effectiveness; *Reading Teachers; *Teacher Participation; *Teacher Recruitment; *Teacher Selection
IDENTIFIERS- Communication across the Curriculum; Professional Concerns

Hiring qualified reading professionals is a complex process involving a variety of considerations. Organizing a language arts advisory committee, determining the faculty's perceptions, interviewing and observing the best candidates, and working toward retaining the new appointees are feasible considerations of the selection process. Probably, the most important ingredient in the guidelines offered in this document is the involvement of teachers in every phase of the process. Although these approaches are time-consuming, the benefits are noteworthy, because appointing the best reading educators not only can improve language arts instruction but also can enhance communications across the curriculum. (Twelve references and a checklist for the recruitment of qualified reading professionals are attached.) (RS)

ED 341 972 CS 010 850

Sugzda, Diane
The Effect of Retention on Kindergarten Children.
PUB DATE- May 92
NOTE- 29p.; Requirement for an M.A. degree, Kean College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Grade 1; *Grade Repetition; Kindergarten; Primary Education; Readiness; *Reading Achievement; Reading Research; *Student Promotion
IDENTIFIERS- California Test of Basic Skills

A study compared two groups of children attending two urban elementary schools who were unready for first grade at the conclusion of kindergarten. One group of 23 students was retained in kindergarten while the other group of 117 was promoted to the first grade. The California Test of Basic Skills was used to measure the reading ability of both groups at the end of first grade. Results indicated no significant difference between the two groups. Findings suggest that retention in kindergarten does not benefit the reading pedagogical content knowledge. Such study should focus on four dimensions of narratives: (1) practical experience; (2) interpretation; (3) reflection; and (4) transformation. Teachers not only interpret texts; they must also communicate their understanding to others. (Sixty-four references are attached.) (SG)

ED 341 992 CS 213 166

Thompson, Ronald W.; And Others
Holistic Assessment of a High School Writing Skills Curriculum.
PUB DATE- Aug 91
NOTE- 15p.; Paper Presented at the Annual Meeting of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; Holistic Approach; *Holistic Evaluation; *Student Evaluation; Teaching Methods; *Writing Evaluation; *Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- Alternative Assessment

A study investigated a holistic approach to the assessment of students' writing skills in a high school that is part of a residential treatment program for adolescents. High school students were asked to produce spontaneous writing samples in the fall and spring of the 1990-91 school year. The students were asked to write about someone they admire, and had one class period to complete the writing samples. A total of 740 writing samples were scored by faculty members at the school using fluency, style, transitions, organization, and mechanics as criteria for scoring. Results indicated good inter-rater reliability and significant gains in writing skills for students during the year. Findings suggest that holistic scoring provided a reliable and efficient method of assigning quantitative scores to students' writing samples and that holistic assessment can be applied to classroom instruction. (Two tables of scoring criterion and data and two figures are included.) (PRA)

ED 341 993 CS 213 172

McMahon, Susan I.
Book Club: Studying the Written and Oral Texts of Elementary Children Participating in a Literature-Based Reading Program. Elementary Subjects Center Series No. 52.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Grade 5; *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; Reader Text Relationship; *Reading Instruction; Reading Research; Teaching Methods

The study reported in this paper responds to the current movement toward literature-based reading instruction. Five fifth-graders attending a Midwest, urban school participated in the 10-week study in a classroom in which the teacher initiated a literature-based reading program. Data sets included group work actually led to lower student achievement. However, regression analysis demonstrated that in the group setting, the greater the degree of student autonomy, the greater was the production of knowledge and the greater the likelihood that group time would contribute to achievement. The apparent ineffectiveness of small group work overall suggests, therefore, that groups are sometimes used ineffectively. When small group time allows students to interact over a problem, they benefit. For group work to succeed, teachers must carefully design collaborative tasks that are interesting to students, and not just to the teacher. (One figure is included; 26 references are attached.) (SG)

ED 342 012 CS 213 195

Morse, Philip S.
The Writing Teacher as Helping Agent: Communicating Effectively in the Conferencing Process.
PUB DATE- Nov 91
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Communication Skills; Counseling; Elementary Secondary Education; *Helping Relationship; Higher Education; Models; Psychotherapy; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- California (San Francisco Bay Area); *Communication Behavior; *Writing Conferences

A study analyzed the extent to which writing teachers in conferencing situations employ the communication techniques used by professional helping agents. A metatheory of communication techniques developed by Allen Ivey and associates which attempts to combine and synthesize the relevant psychotherapeutic and counseling techniques in the profession was used. Using the principles of Carl Rogers, Ivey, and others, a writing conferencing communication model was developed as a criterion base for the analysis. Ten teachers (teaching K-12) were selected from around the San Francisco Bay Area who were reputed to be skilled writing conferencers and who used writing conferences frequently in their teaching. An analysis of a series of videotaped writing conferences outlines the frequency that writing teachers use the communications skills outlined in the model. The study of the interaction patterns which impede and which encourage the communication flow between teacher and student during the writing conferencing process discovers that, for the most part, teachers engaged in writing conferences do not widely use the communication skills which are defined as effective in helping relationships. (One table of data is included; 74 references are attached.) (SG)

ED 342 013 CS 213 196

Karolides, Nicholas J.
Evoking/Interpreting Literature through Visualizing Roles.
PUB DATE- Nov 91
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).

focuses on teaching approaches for 12 diverse and important films available on videocassette, from Charlie Chaplin's "Modern Times" to Spike Lee's "Do the Right Thing" and Penny Marshall's "Awakenings." The book presents background on each film and its maker, questions for discussion, and topics and resources for further study. A list of 60 other movies, a description of 4 film projects, and a 137-item bibliography are attached. (RS)

ED 342 034 CS 507 727

Keefe, Carolyn
Paul of Tarsus: The Ancient Model of "Parrhesia" or Freedom of Speech.
PUB DATE- 1 Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Christianity; *Freedom of Speech; Judaism; Moral Values; *Persuasive Discourse; *Religious Conflict; Western Civilization; World History
IDENTIFIERS- Communication Behavior; *Parrhesia; *Paul (Saint); Religious Freedom

The word "parrhesia" is of Greek origin and indicates the right to say anything a person chooses. The Apostle Paul was himself an operational definition of parrhesia, and a term that symbolizes such a controlling force on such a significant figure is worthy of examination and academic study. For Paul, his work as an evangelist and pastor was a calling. He was bent on preaching fully, openly, with courage, no matter what were the odds against him. Paul suffered abuse at the hands of Jews and Gentiles alike. The parrhesia granted to Greek citizens 5 centuries earlier was not firmly established in Paul's time. He possessed Roman citizenship through his father, and that citizenship gained him some civil rights. Living in perpetual danger, Paul was keenly aware that he needed courage to preach the gospel. It is in the courage dimension of parrhesia that a rigorous ethic is visible. Putting one's life on the line goes against all self-protective instincts, as well as against good sense. Parrhesia as boldness interacted with Paul's quality of openness. Paul's candid speaking was the hallmark of his interpersonal relationships. Finally, the audacious Christian message heralded by Paul extracted the last resource he had to offer, his own life, which had functioned as the embodiment of parrhesia. (Thirty-seven endnotes are included; 20 references are attached.) (SG)

ED 342 035 CS 507 728

Morello, John T.
Policy Implementation: The Virtual Disappearance of an Issue in NDT Debate.
PUB DATE- 2 Nov 91
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991). "Filled" letters may affect legibility of document.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; *Computer Uses in Education; *Curriculum Development; Educational Change; Educational Innovation; Educational Technology; Foreign Countries; Secondary Education
IDENTIFIERS- *England; National Curriculum; *Wales

This paper is based upon the findings of four major research projects. The first project (1986-88) explored issues of good practice, accreditation, and progression in information technology (IT) education and training for teenagers between the ages of 12 and 20. The second project produced the National Curriculum documents. A consensus resulted about principles and policies for IT in the National Curriculum, recently implemented in England and Wales. This document briefly examines the history involved in the implementation of IT in the National Curriculum within the following five contextual stages: (1) the initial absence of an educational policy toward IT in education; (2) the development and lead of classroom practice; (3) the philosophical differences among those educators who are partial to either the narrow or broad conceptions of the role of IT in education; (4) the search for key IT skills; and (5) the agreement upon the need to promote broad IT capability. The conclusion focuses on the purpose of IT--to support the development of active independent critical learning by effectively using IT across the curriculum and to develop and implement whole-school IT policies and coherent patterns of local support. (Eight references) (JAM)

ED 342 053 EA 023 089

Eastwood, Kenneth W.
Mandatory School Improvement: One State's Endeavor To Improve Its Lower Performing Schools.
PUB DATE- Apr 91
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Presentation taken from a Doctoral Dissertation completed at Syracuse University. This is the final chapter from that study.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Effective Schools Research; Elementary Education; Experimental Programs; *Improvement Programs; *Program Effectiveness; Program Evaluation; Program Improvement; School Effectiveness; *School Restructuring
IDENTIFIERS- Comprehensive School Improvement Program; New York

In 1984 the State of New York mandated participation in the Comprehensive School Improvement Program (CSIP) for elementary schools that ranked in the bottom 9 percent on statewide student competency exams. To discern the overall effectiveness of the program and identify why it appeared to succeed in some schools and fail in others, the changes in 20 elementary schools required to implement CSIP were compared with those in 23 schools that developed their own improvement programs. Twenty-six teachers, all members of the participating schools' CSIP teams, and 6 building principals were interviewed and asked to complete a written survey instrument. CSIP, as a

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agenda Setting; Decision Making; Intermediate Grades; Junior High Schools; *Leadership; *Leadership Training; *Middle Schools; Problem Solving; *Student Leadership; Student Participation; *Student Responsibility
IDENTIFIERS- Middle School Students

Activities and exercises to enhance student leadership are included in this curriculum guide for middle-level student leaders and their advisors. Because students in intermediate grades are not "little high school students," this separate leadership curriculum guide for middle-level student leaders was developed. Although the achieved skills are the same, the instructional methods and materials differ. Eleven chapters contain worksheets, information summaries, figures, sample planning forms, and personal profile questionnaires in the following areas: leadership; meeting skills; goal setting; organization; self-esteem; public relations; communications; problem solving and decision making; team building; activities; and evaluation. For example, the section on communication offers a checklist of good and bad listening habits, 10 guidelines for effective communication, a personal assessment of conflict-handling behavior, tips for giving a great speech, a description of one- and two-way communication, and strategies for dealing with critical remarks. (LMI)

ED 342 073 EA 023 646

Year-Round Education: Some Questions and Answers.
PUB DATE- 6 May 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; *Flexible Scheduling; Foreign Countries; Quarter System; *School Schedules; *Student Placement; Trimester System; *Year Round Schools
IDENTIFIERS- *Alberta

Questions concerning year-round schooling are presented and answered in this report. Following a definition of year-round education, examples of single-track and multitrack schedules are described, along with the calendar variations within them. Other issues that are addressed include holidays and intersessions, compliance with the Alberta School Act, teacher/student assignments, effects of year-round education on the instructional program, cost, and maintenance. Proponents argue that year-round education offers a stable learning environment, savings in space and the operational budget, flexibility for family vacations, improved attendance, and reduced vandalism. Arguments against implementation include a lack of evidence for achievement gains; increased planning, recordkeeping, and administration; scheduling problems; conflict with family lifestyles and extracurricular activities; and increased operational costs. (LMI)

ED 342 074 EA 023 647

The Funding of Education in Alberta: A School Finance Brochure, School Year 1991-92.
PUB DATE- Oct 91

section on the conceptual roots of collaborative bargaining outlines Walton and McKersie's (1965) major tenets of behavior in labor negotiations. Detailed are four subprocesses: distributive bargaining, integrative bargaining, attitudinal structuring, and interorganizational bargaining. Contemporary approaches to bargaining are detailed: expedited bargaining, progressive bargaining, win/win Goldaber approach, principled negotiations (the Harvard Negotiation Project), strategic bargaining, and educational policy trust agreements. Potential problems and benefits of collaborative bargaining and the criteria for success conclude the report. Appended are six examples of negotiation models. (27 references) (RR)

ED 342 094 EA 023 694

How Important Is the Property Tax for School Finance? School Finance Report.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Assessed Valuation; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Support; Property Accounting; *Property Appraisal; *Property Taxes; School Taxes; *State Aid

In states that depend on property taxes for school revenues, fair administration of the property tax is essential to ensure equitable state aid to all districts. Questions relevant to implementing a strategy for enhancing public support of the property tax as a source of local school revenue are answered in this report. The questions deal with the following areas: the uniformity of legal assessment standards; requirements for assessors; full market values; timing of assessments; the taxpayer appeal process; state programs of property tax relief for low-income citizens; different classifications for tax purposes; and flexibility of use. One table lists state-imposed restrictions on local school tax and expenditure powers. (LMI)

ED 342 095 EA 023 695

NEA Retirement and Benefits Forum: Selected Proceedings (Clearwater Beach, Florida, October 18-21, 1990).
PUB DATE- 91
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Health Care Costs; Health Insurance; *Health Programs; *Medical Services; *Retirement Benefits; School Personnel

The National Education Association (NEA) Retirement and Benefits Forum is an annual event where leaders, lobbyists, researchers, and trustees of retirement and health and welfare plans meet to learn about and discuss current and future retirement and benefits issues. This report of the 1990 forum contains 10 selected papers and a welcoming speech by Robert F. Chase, vice president of the NEA, who discussed the importance of retirement and benefits issues. Three sections follow this introduction. The first is entitled "Three Critical Issues" and includes three papers: (1) "Pensions and Benefits in the 1990s: Challenges and Opportunities for Public Education Employees" (Dallas Salisbury); (2) "Funding Issues for Public Retirement

Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Evaluation; *Administrator Qualifications; *Educational Certificates; Elementary Secondary Education; Higher Education; Instructional Leadership; *Internship Programs; Mentors; *Principals; State Programs
IDENTIFIERS- Kentucky Beginning Principal Intern Program

The Kentucky Beginning Principal Internship Program (KBPIP)--the first of its kind in the United States--was mandated by the Kentucky General Assembly to upgrade the quality of educational leadership in the schools through testing and an internship program especially for school principals. Following an overview of educational reform in Kentucky since 1981, requirements for the revised education administrator preparation programs (early elementary principal, grades K-4; middle school principal, grades 5-8; secondary school principal, grades 9-12) are outlined. The principal programs are post-master's degree. Upon completion of this program, the student is required to take tests mandated by the state. Following successful scores on three tests (NTE Core Battery Tests: Communication Skills and General Knowledge; NTE Specialty Test of Educational Administration and Supervision; and Kentucky Specialty Test of Instructional and Administrative Practices) the individuals are issued a 4-year statement of eligibility for internships a beginning or assistant principal. A three-member principal intern committee supervises, assists and assesses each intern. (The committee consists of a mentor--a principal of a similar school level; the superintendent or a designee; and an administrator educator representing a state-approved educational administrator program.) A minimum of three performance evaluations of the intern must be completed by each member of the committee. Based on the end-of the-year evaluations, the committee may recommend that a provisional principal's certificate be issued or recommend that a second year as an intern be done. (13 references) (LMI)

ED 342 116   EA 023 735

Flanigan, J. L.; And Others
The Principal of the 90s: Changing Expectations Realized?
PUB DATE- Aug 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Instructional Leadership; Leadership; *Principals; *School Administration; *School Supervision

An overview of the principal's changing role in the 1990s is examined in this paper, with a focus on changing expectations and current issues and problems. The school administrator of the 1990s must possess an increasing complexity of knowledge and skills, vision, and understanding of participatory management, and must recognize the changing superintendent/principal relationship. A conclusion is that

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; Community Programs; *Cooperation; Elementary Secondary Education; *High Risk Students; *School Community Relationship; *Social Services
IDENTIFIERS- *Partnerships in Education

Schools are finding it increasingly difficult to successfully meet the diverse needs of all students at risk of school failure. Changes in demographics and the nature of children's needs call for reaching beyond the school's boundaries and mobilizing a broad array of resources in the larger community. This document extends work on the coordination of community-based and social service agencies begun in 1990. It discusses 11 of the most promising collaborative efforts of school-community linkages, ranging from localized efforts that concentrate social services on a single school site to a countrywide coordination and management of services. These programs include: (1) Project Learn (Phoenix, Arizona); (2) Murphy School District (Phoenix, Arizona); (3) Page High School (Page, Arizona); (4) Southwest Community Network (Phoenix, Arizona); (5) Castlemont Corridor Substance Abuse Prevention (Oakland, California); (6) New Beginnings (San Diego, California); (7) Coordinated Youth Services (San Rafael, California); (8) K-Six Early Intervention Partnership (Fresno, California); (9) Children's Cabinet (Reno, Nevada); (10) Early Intervention for Ensuring Student Success (Salt Lake City, Utah); and (11) Elementary At-Risk (Ogden, Utah). Each profile is based upon program descriptions and written documentation provided by site staff, telephone interviews with coordinators/directors, and site visits. Information from site visitations include some or all of the following categories: historical development, structural organization and goals of the collaborative, a description of the community it serves, the services each program provides, evidence of outcomes that can be provided, and perceptions of possible similar programs in other areas. (6 references) (LAP)

ED 342 137 EA 023 770

Guthrie, Grace Pung; Guthrie, Larry F.
Streamlining Interagency Collaboration for Youth At Risk: Issues for Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; At Risk Persons; *Community Services; *Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; *High Risk Students; School Community Programs; School Community Relationship; Social Services

Although many programs and agencies exist to serve the needs of at-risk children, their fragmented organization results in a failure to meet all students' needs. Ways for agencies working together to provide integrative services to at-risk youth are presented in this paper. First, emerging principles for interagency collaboration are summarized. The four steps in research and the types of information it can make available to policymakers concerned with issues affecting persons with disabilities. The naturalistic methodology employed in qualitative research is described. Three specific studies using qualitative methodology are excerpted and the possible applications of these studies' findings to policymaking and planning suggested. First, a study of family support, "All We Need Is a Break--The Lopez Family" (by Susan O'Connor, who spent time with the family over a 2-year period) recounts the family's views of the various agencies and workers involved with them. Policy implications include the need to allow for greater control by families in the selection of workers. Second, a study of supported employment, "The Social Integration of Supported Employees" (by David Hagner) describes interactions in seven supported employment settings between workers with disabilities and nondisabled workers. Policy implications include diversification of supported employment services from the job coach model. Third, a study of social relationships of persons with disabilities, "Affectionate Bonds" (by Zana Marie Lutfiyya) looks at the meanings of friendships between four pairs of individuals with and without disabilities. Policy implications include removal of barriers to natural development of friendships. (51 references) (DB)

ED 342 156 EC 300 915

Odom-Winn, Danni; Dunagan, Dianne E.
"Crack Kids" in School: What To Do, How To Do It. Pervasively Developmentally Delayed (PDD).
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aggression; Aphasia; Autism; *Behavior Change; *Behavior Disorders; Behavior Modification; Classroom Design; *Classroom Techniques; Communication Skills; *Developmental Disabilities; Discipline; *Drug Abuse; Elementary Education; Hyperactivity; Instructional Materials; Interpersonal Competence; Intervention; Language Acquisition; Learning Centers (Classroom); Parent Teacher Cooperation; *Prenatal Influences; Remedial Instruction; Sign Language; Special Health Problems; Teaching Methods; Time on Task; Timeout
IDENTIFIERS- Aspergers Syndrome; *Developmental Delays; Fetal Alcohol Syndrome

This book addresses the educational needs of children who are pervasively developmentally delayed (PDD), especially those exposed to drugs prenatally and those with Fetal Alcohol Syndrome, autism, hyperactivity, Aspberger Syndrome, other heath impairments, attention deficit disorder, and childhood aphasia. The first chapter recommends the use of the PDD Characteristics Checklist, the Communication/Behavior Prompts Form, and the Developmental Ages Checklist to identify specific target skills and behaviors. The second chapter offers guidance on organizing the classroom including the "quiet chair;" classroom arrangement; instructional materials; use of learning centers; and suggested books, screening instruments, and augmentative communication systems. Classroom management techniques are discussed in the third chapter and include getting control; getting the child to sit down, stay down, and develop on-task behavior; remediating visual/tactile and auditory ultrasensitivity; dealing with aggression; intervening education, they need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests. A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum. This curriculum would result from appropriate modification of content, process, environment, and product expectation and student response. Curriculum effectiveness can be judged by examining mastery of basic skills, problem-finding and problem-solving activities, and connections within and across systems of knowledge. Seven guiding principles for curriculum differentiation are offered, covering such areas as productive thinking skills, self-directed learning, and in-depth study. (11 references) (JDD)

ED 342 176 EC 300 935

Weir, Sylvia
Cultivating Minds: A Logo Casebook.
PUB DATE- 87
NOTE- 271p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Autism; Case Studies; Cerebral Palsy; Cognitive Processes; *Cognitive Style; *Computer Uses in Education; *Disabilities; Discovery Learning; Elementary Secondary Education; *Gifted; Learning Disabilities; Learning Strategies; *Learning Theories; Metacognition; Physical Disabilities; Programing; Spatial Ability; Teacher Role; *Teaching Methods
IDENTIFIERS- *LOGO Programing Language

This book describes the nurturing of a variety of learning styles through the use of the Logo programming approach, especially for persons with special needs. The book interweaves case descriptions of microcomputer uses with theoretical analysis, to provide educators with a framework for thinking about their students' thinking. Descriptions of the computer work of average and above average students mingle with accounts of the computer work of children with problems, exploring ways of using computers to build computational environments that match individual needs and learning styles. The book emphasizes using the computer as an information prosthesis, and describes how teachers can understand more about how a student learns through observation of students engaged in Logo activities. Chapter titles are as follows: "Structured Discovery," "The Computer as Empirical Window," "A Changing Context for Learning," "A Contrasting Style of Reasoning," "Beyond the Information Given," "Autism and the Computer," "Metaknowledge," "Sources of Change," "Building Good Artifacts That Structure 'Messing About'," "Visual Narratives," "Logo and Individual Working Style," "Individual Working Style and Academic Failure," "Learning Disability and Spatial Curricula," "A Structured Environment for Autistic Children," "Autism and Cognitive Themes," "Educating the Physically Disabled," "Determination and a Will To Achieve," "Assessing the Cognitive Effect of Cerebral Palsy," "Learning Potential," and "Teachers and the Developing Logo Culture." (Approximately 160 references) (JDD)

ED 342 177 EC 300 936

De Witt, John C.; Mendelsohn, Steven

PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Aid; *Federal Programs; Grants; Learning Disabilities; Mild Disabilities; Models; Postsecondary Education; *Program Development; *Program Effectiveness; Program Improvement; Qualitative Research; Secondary Education; Severe Disabilities; Special Programs; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

This monograph provides a descriptive analysis of five grant programs funded by the Office of Special Education and Rehabilitative Services (OSERS) in 1984. The programs were designed to stimulate the improvement and development of programs for secondary special education and to strengthen and coordinate education, training, and related services to assist in the transition process to postsecondary education, vocational training, competitive employment, continuing education, or adult services. Grant programs included: (1) Cooperative Models for Planning and Developing Transitional Services (Competition 84.158C); (2) Special Projects and Demonstrations for Providing Vocational Rehabilitation Services to Severely Disabled Individuals, Priority Three: "Transition from School or Institution to Work" (84.128A); (3) Handicapped Children's Model Demonstration Projects, Postsecondary Projects (84.023G); (4) Postsecondary Education Programs for Handicapped Persons--Demonstration Projects (84.078C); and (5) Demonstration Projects for Mildly Mentally Retarded and Learning Disabled (84.078B). Titles and authors of papers included are: "An Analysis of OSERS'-Sponsored Secondary Special Education and Transitional Services Research" (Frank R. Rusch and others); "Secondary Special Education and Transition Services: Model Program Overview (CFDA 84.158C)" (Frank R. Rusch and others); "A Descriptive Analysis of OSERS Competition 84.128A: (Priority Three) 'Transition from School or Institution to Work'" (Philip G. Wilson); "An Analysis of Federally Funded Model Programs for Enhancing Postsecondary Options among Youths with Disabilities (CFDA 84.023G)" (Patricia A. Gonzalez); "A Descriptive Analysis of Competition 84.078C: Postsecondary Education Programs for Handicapped Persons--Demonstration Projects" (John F. Enchelmaier); and "A Descriptive Analysis of Competition 84.078B: Postsecondary Model Programs" (Anna H. Gajar and others). Appendices contain a project evaluation form and the request for proposals prepared for each of the competitions. The monograph concentrates on identifying meaningful and relevant dimensions of effective secondary special education program development, and seeks to provide a blueprint for future direction of model programs. (JDD)

ED 342 195 EC 300 954

Leach, Lynda N.; Harmon, Adrienne S.
Annotated Bibliography on Transition from School to Work. Volume 6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 228p.; For volumes 1-5, see ED 279 115, ED 291 168, ED 303 026, ED 318 166, and ED 332 428; for the master index, see EC 300 955.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

essay contains a review of literature concerning the nature of language proficiency and its assessment, a historical review of approaches to assessing proficiency, a discussion of the needs that Japanese tests and scales must meet in Australia, the types of tests required to meet those needs, and notes on available tests. A concluding section looks at directions for future proficiency testing of Japanese as a second language. A wide range of needs related to proficiency testing, and their implications for test design, are outlined, including the needs for: a battery of tests for a variety of purposes; proficiency testing alternatives; industry- and commerce-related language tests; language program development; educational quality control; diversification of and increase in language learning; testing for achievement, placement, and diagnosis; self-assessment methods; classification of materials and activities; development of program rationales; testing of aptitude, cross-cultural attitudes, and cultural understanding; research data; and examiner training. (MSE)

ED 342 213 FL 019 479

Christensen, Torkil
Teaching Reading to High School Graduates in Japan.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- College Freshmen; *Course Descriptions; *English (Second Language); Foreign Countries; Higher Education; High School Students; Newspapers; *Reading Instruction; *Reading Skills; Reading Strategies; Translation
IDENTIFIERS- *Japan

This paper describes a reading course for the first year of college for Japanese high school graduates. The course has been taught in large classes and utilizes extensive individualization of homework assignments at a level of difficulty that all students can cope with. The course provides students with strategies that will free them from exclusively relying on dictionaries when they are not sure of meanings, and may be seen as a first step for the students to develop the skills necessary for independent reading of English. The first part of the study discusses the status of the students' English reading skills and is followed by the objects and the aims of the course, which include broadening and applying the skills learned in high school, and the application of the various reading strategies and activities students are exposed to during the year. The goal of the course is for students to become capable of reading an English newspaper. (Author/JL)

ED 342 214 FL 019 480

Christensen, Torkil
Survey of Student Perceptions of Changes between English Teaching in High School and in College in Large Classrooms in Japan.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Class Size; *English (Second Language); Foreign Countries; *Higher Education; *High Schools; Language Skills;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporate Education; Educational Objectives; Elementary Secondary Education; Federal Programs; Higher Education; *Japanese; *Language Enrollment; Linguistic Difficulty (Inherent); *National Surveys; Nontraditional Education; Proprietary Schools; Second Language Instruction; *Second Language Programs; Uncommonly Taught Languages; Withdrawal (Education)

A survey was conducted to examine the depth and breadth of Japanese language instruction offered in the United States, to analyze the impact of mainstreaming instruction in one of the most difficult languages to teach, and to make recommendations leading to increased instructional effectiveness. Teachers, administrators, and students were surveyed directly, and additional information was gathered from agencies and from institutional site visits. These sources included elementary and secondary school teachers, administrators, and students; college teachers, administrators, and students; alumni of a Cornell University (New York) intensive Japanese program; 17 companies doing business in Japan, 10 federal agencies providing language training; 34 proprietary language schools; and 15 local Japanese-American societies. Data gathered included program characteristics, student characteristics, language learning problems and withdrawal rates, instructional materials, teacher characteristics, classroom practices, and student progress rates. Results in each population are analyzed separately, and a concluding section outlines general findings, the principal problems of Japanese language instruction, and program development strategies suggested by the survey results. Appended are lists of working committee members, site visit team members, and pre-collegiate conference participants, as well as charts showing survey respondents by category and institution. (MSE)

ED 342 237 FL 020 088

Paribakht, T. Sima; Wesche, Marjorie Bingham
A Methodology for Studying the Relationship between Comprehension and Second Language Development in a Comprehension-Based ESL Program.
PUB DATE- Jan 92
NOTE- 22p.; Paper presented at the World Congress of Applied Linguistics sponsored by the International Association of Applied Linguistics (9th, Thessaloniki, Greece, April 15-21, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; Language Proficiency; Language Tests; *Listening Comprehension; *Reading Comprehension; Second Language Learning; *Second Languages; Self Evaluation (Individuals); Teaching Methods; Vocabulary Development; Young Adults

A study investigated the role of comprehension of meaningful language input in young adults' second language learning, focusing on: (1) what kinds of measurement instruments and procedures can be used in tracking student gains in specific aspects of target language proficiency; (2) development of a reliable self-report scale capturing different vocabulary knowledge levels; and (3) use of introspection in exploring links between comprehension of meaning and acquisition of

Employment Interviews; *Employment Potential; High Schools; *Job Search Methods; *Job Skills; *Learning Activities; Lesson Plans; Resumes (Personal); Self Evaluation (Individuals); Skill Development; Teaching Methods; Values Clarification
IDENTIFIERS- National Career Development Guidelines

This curriculum guide contains 15 lessons based on competency areas and indicators from the National Career Development Guidelines. They address competencies in each of the three developmental areas outlined in the guidelines: self-knowledge, educational and occupational exploration, and career planning. The lessons were designed using a collaborative learning model that promotes skill development in areas that employers value: cooperation, interpersonal and written communication, teamwork, taking responsibility, leadership, creative thinking, and goal setting. The lessons cover the following topics: relating values to careers; skills assessment; relating skills to careers; self-assessment; education/training paths; resumes; cover letters; interviewing skills; practice interviews; the job search; and crossword puzzle. Each lesson has the following components: competency statement, grade level, time allowance, group size, rationale, objectives, materials, procedures, evaluation, and follow-up. Appendixes are as follows: (1) National Career Development Guidelines, Competencies, and Indicators; (2) an exercise for prioritizing values; and (3) a curriculum feedback form. (KC)

ED 341 776   CE 060 172

Guthrie, Barbara; And Others
Developing a Career Center. A Career Center Handbook for New Mexico's High School Counselors.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe. Div. of Vocational, Technical, and Adult Education.; New Mexico State Occupational Information Coordinating Committee, Santa Fe.
PUB DATE- 90
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; Career Guidance; *Career Information Systems; Educational Planning; *Educational Resources; High Schools; *Information Centers; *Program Development; *Resource Materials; Statewide Planning
IDENTIFIERS- *Career Centers; National Career Development Guidelines; New Mexico

Based on a pilot project that promoted statewide career guidance awareness through the establishment of a high school career center, this guide shows New Mexico high school counselors how to develop career centers in their schools. The booklet takes counselors through the process of establishing a career center, providing suggestions for the following activities: (1) assessing present career programs; (2) creating a local advisory board; (3) determining the objectives of the center; (4) planning the initial budget; (5) planning space, location, equipment, and resources; (6) gathering career materials; (7) determining methods of identifying and filing career materials; (8) establishing operational procedures; (9) planning ongoing reassessment by staff, students, and advisory committee members; and (10) planning publicity and dissemination of career center information. The center is planned to be developed through three levels: (1) basic needs; (2)

Homemakers; Employment Services; Job Search Methods; Job Skills; Long Range Planning; Occupational Information; *One Parent Family; *Outreach Programs; *Referral
IDENTIFIERS- Kentucky (Jefferson County)

Operation of the 1989-90 Creative Employment Project, a regional transitional support center for adult single parents and displaced homemakers, resulted in increased entry rates for participants into vocational education programs. The program assisted participants in acquiring marketable skills and entering the work force. The objectives were achieved through prevocational orientation, career planning, vocational training support services, and job placement assistance. Services were provided on an outreach basis to over 100 single parents/displaced homemakers with the greatest financial need in six counties surrounding Jefferson County, Kentucky. Program funding increases were recommended in order to serve staffing needs at the existing demand for services. (Four attachments are included: a brochure, "Discover a Career That's Right for You"; an outline of Transitional Support Program modules; a letter from the Church of the Epiphany; and a letter from "Run, Jane, Run--Women In Sports.") (NLA)

ED 341 796 CE 060 263

Vocational Education Single Parent/Displaced Homemaker Program Annual Report. July 1, 1989-June 30, 1990.
SPONS. AGENCY- Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; Adult Vocational Education; Annual Reports; Basic Skills; *Community Information Services; Counseling Services; Daily Living Skills; *Displaced Homemakers; Employment Services; High School Equivalency Programs; Individual Development; Job Search Methods; Job Skills; Long Range Planning; *One Parent Family; *Outreach Programs; *Referral; Remedial Programs; Work Experience Programs
IDENTIFIERS- Kentucky (Owensboro)

The Owensboro (Kentucky) Displaced Homemaker Program assists single parents/displaced homemakers in sustaining themselves and their families by enabling them to enter the workforce. Barriers of age, sex, lack of work experience, low self-esteem, low educational attainment, and little knowledge of the work environment affect their ability to enter the workforce. The program provides training opportunities that address these special needs. Program objectives are met through a curriculum that includes the following: orientation to work; testing; classroom training; personal and career counseling; vocational exploration; General Educational Development Program preparation; remedial and basic skills classes; job search methods; four workshops; and work experience programs combined with personal awareness and improvement. Of the 252 applicants during 1989-1990, 63 participated in and 56 successfully completed the program. Results of a posttest indicate an average improvement of two grade levels. Thirty-three participants are employed and three continued their education. (The following attachments are included: four agendas for displaced homemaker program orientations; classroom curriculum for the displaced homemaker program; two workshop brochures; and two New Horizons workshop agendas.) (NLA)

Differences; Skill Development; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Conation

A study examined the association between field-dependence and its related information processing characteristics, and educational cognitive style as a model of conative influence. Data were collected from 145 secondary marketing education students in nothern Georgia during spring 1991. Descriptive statistics, Pearson product moment correlations, and t-tests were used to analyze data. Students completed the Educational Style Preference Inventory, adapted from the original model. The inventory was assessed with a five-point scale. Students also completed the Group Embedded Figures Test, which is an an acceptable measure of field-dependence cognitive style. Findings indicated that the field-dependent style differed from the field-independent cognitive style with reference to four conative attributes: reading numbers, positive communications, peer input, and knowing the rules that apply to a situation. In each instance, the field-dependent group showed a higher preference for the attribute. Explanations for these differences seemed to correspond to what was known about field-dependence theory. The following conclusions were reached: (1) conation, as a volitional construct, had an influence on the purposes that cause people to strive differently toward educational goals; and (2) implications for reasoning behavior were evident. Additional studies are suggested. (27 references) (YLB)

ED 341 814 CE 060 297

World Class Competition. Safety--Quality--Productivity--Customer Service. An Employer's Guide to Skills Development.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adult Education; Employer Employee Relationship; Industrial Training; Inplant Programs; Job Analysis; *Job Skills; *Job Training; *Labor Force Development; Labor Needs; Needs Assessment; Personnel Evaluation; Program Development; Program Evaluation; Program Implementation; Retraining; *Skill Development

This Skills Development Program (SDP) provides a generic set of actions employers could take to ensure that their organization has the work force skills necessary to compete globally today and tomorrow. The guide is organized by the 13 critical steps of the SDP: (1) determine if there is a need for improving workforce skills; (2) set specific objectives for an SDP; (3) identify SDP roles and responsibilities; (4) communicate the SDP concept to the entire organization; (5) select and analyze the targeted jobs; (6) assess the skill level of the present employees; (7) complete a "Gap Analysis" on the difference(s) between the job analysis and employee assessment; (8) identify specific methods to close the "gaps"; (9) identify specific resources for the SDP; (10) finalize all details and communicate the SDP process to the entire organization; (11) monitor, measure, and evaluate the results of the SDP; (12) communicate the results of the SDP; and (13) modify/evolve the SDP as appropriate. Questions that should be addressed in each step are provided along with suggested answers and alternatives. "Fix-It" Ideas are also provided for each of the critical steps. Twelve references are listed. (YLB)

Evaluation; Remedial Mathematics; Remedial Reading; School Business Relationship; Skill Development; Student Recruitment; Workbooks

IDENTIFIERS- *Tech Prep; *Workplace Literacy

This document contains three products of the Skills Enhancement Program, a cooperative venture between Industrial Technology Institute (ITI), Wayne County (Michigan) Community College (WCCC), and Great Lakes Steel (GLS). The performance report describes the project's objective of designing a job-related literacy curriculum for hourly workers and project activities--worker recruitment; literacy audit; development of self-instructional booklets, a job skills database, and an administration manual; implementation through tutoring at WCCC and GLS; and evaluation. The evaluation report contains nine sections: approach; administration; needs assessment; presentation of findings; use of materials; use by students; use during one-to-one tutoring; use as course materials; and overall findings. The administration manual includes the following sections: foreword; introduction; demographics of GLS; job analysis and training at GLS; set-up of a workplace literacy program; program administration and implementation; project administration and implementation; specialized materials/Tech Prep workbook; evaluation; and three appendices. The appendices are as follows: historical overview of training electrical craft personnel, work breakdown task list by ITI staff, and evaluation forms. Nine figures are included. (NLA)

ED 341 834 CE 060 345

DeVantier, Connie; And Others

Math for Success in Electronics. Instructor's Guide. Reference Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 91

NOTE- 359p.; For a related document, see CE 060 343.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Addition; Community Colleges; Division; *Electricity; *Electronics; *Equations (Mathematics); Fractions; Graphs; Job Skills; Learning Modules; Literacy Education; *Mathematical Applications; *Mathematics Skills; Metric System; Multiplication; Percentage; Problem Solving; Ratios (Mathematics); Subtraction; Two Year Colleges; Whole Numbers

IDENTIFIERS- Workplace Literacy

This document contains both an instructor's guide and a reference manual. It was developed as part of a cooperative venture between Industrial Technology Institute (ITI), Wayne County (Michigan) Community College, and Great Lakes Steel (GLS). The instructor's guide has four sections: math for success in electronics, student materials, electronics curricula linkage, and working with adult learners. The reference manual (the greater part of the document) contains 29 self-instructional units: rounding numbers; signed numbers; decimal numbers; fractions; converting fractions and decimal numbers; percents; converting fractions and percents; calculations with fractions, decimal numbers, and percents; scientific notation; adding and subtracting powers of 10; multiplying and dividing powers of 10; coordinates; plotting and drawing line graphs; extrapolating information from line graphs; converting metric measurements; converting English and metric measurements;

development, implementation, and evaluation. Needs analysis revealed that a training need existed. Information was obtained through observation, help desk calls, survey of existing clients, and consultation with subject matter experts. In designing relevant instruction, a task analysis was performed and measurable objectives for DISOSS instruction were identified. The development phase produced an instructional strategy that incorporated all objectives. Transparencies and handouts were produced, and appropriate media were selected. The DISOSS instruction was delivered twice within the implementation phase of the model; 21 participants from the target population received instruction. Formative evaluation consisted of one-on-one and small group trials. The summative evaluation used an entry behaviors test, pretest, posttest, and attitude questionnaires to measure reaction and learning. Learners improved significantly based on pre- and post-test scores. (Appendixes, amounting to almost two-thirds of the thesis, include instruments, task analysis, performance objectives and test items, instructional strategy, instructional materials, evaluation instruments and results, and 20 references.) (YLB)

ED 341 853 CE 060 376

Kennedy, Donald
Training Narcotic Supervisors To Field Test Drugs That Are Purchased by Undercover Officers.
PUB DATE- 2 Jun 91
NOTE- 82p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Drug Abuse; *Field Tests; *Instructional Development; Job Analysis; *Job Training; *Narcotics; Needs Assessment; Police; Police Action; *Police Education; Program Development; Program Evaluation; Program Implementation; Skill Analysis; Staff Development; Supervisors; Task Analysis
IDENTIFIERS- *Instructional Systems Development

A training program was developed to teach narcotic supervisors the proper way of field testing drugs purchased by undercover officers. The instructional system design model followed for this project was the Interservice Model of Systematic Design of Instruction, which consists of five phases (analysis, design, development, implementation, and evaluation). During the analysis phase, the designer used first-hand experience and discussions with undercover officers, laboratory personnel, and supervisors to determine the need for such training. A job task analysis showed that most drug-related narcotic cases were not field tested. Objectives were developed and the use of role plays and videotaping was considered for training. A training seminar booklet and a mock video of the training were produced and disseminated to appropriate training directors to examine. After a series of one-on-one and small group trials, the project was implemented in January 1991. The initial training appeared to be very successful; commanding officers of the narcotic divisions provided tremendous support. Although hesitant at first, participants felt the training was excellent and worthwhile. The formative evaluation included one-on-one, small group, and pilot tests. The reaction and learning results seemed to be quite positive. (Appendixes include the task analysis, performance checklist, questionnaire, and 15 references.) (YLB)

Adult Basic and Literacy Education Programs.
PUB DATE- Jun 91
NOTE- 70p.; For related documents, see CE 060 423-424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Basic Skills; Equivalency Tests; *High School Equivalency Programs; Literacy Education; *Networks; *Regional Planning; School Business Relationship; Sensitivity Training
IDENTIFIERS- 353 Project; *Chambers of Commerce; General Educational Development Tests; Pennsylvania (Lehigh Valley); Workplace Literacy

The Bethlehem Area Chamber of Commerce (Pennsylvania) developed a model network of nine Lehigh Valley Chambers of Commerce and two literacy coalitions to improve the literacy levels of a two-county area work force. A literacy coordinator conducted the following activities: (1) publicized program provider information; (2) encouraged company-based training; (3) conducted literacy assessments; and (4) arranged cooperative ventures between companies and providers. Half the project year focused on a corporate-sponsored free General Educational Development (GED) test. Agencies, companies, and providers pooled their resources to supply GED testing to deserving adults. Two replicable products were developed in the project: (1) a literacy sensitivity training session introduced human resource personnel, supervisors, and business managers to basic skills instruction; and (2) a GED Days manual described free GED testing and allowed for replication. Other project activities were as follows: 2 new worksite programs were established; 282 organizations participated in literacy activities; 2 literacy audits were conducted; 174 individuals received a free GED test; 200,000 GED brochures were distributed; and a GED project manual and a Literacy Sensitivity Training Seminar manual were distributed. The project emphasized regional planning, involving existing providers and other organizations. (Five appendices are included: organizational involvement; dissemination; literacy audit instruments; advertisement for the free GED testing project; and publicity.) (Author/NLA) (NLA)

ED 341 872   CE 060 423

Literacy Sensitivity Training Seminar.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jun 91
NOTE- 17p.; For related documents, see CE 060 422-424.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Agency Cooperation; *Basic Skills; Equivalency Tests; *High School Equivalency Programs; Job Skills; Literacy Education; School Business Relationship; Seminars; *Sensitivity Training
IDENTIFIERS- 353 Project; *Chambers of Commerce; Pennsylvania (Lehigh Valley); *Workplace Literacy

Seminar materials are provided from the Bethlehem (Pennsylvania) Area Chamber of Commerce's Literacy Sensitivity Program, which assists managers in identifying workplace basic skills training

and Maternal Eating Behavior.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anorexia Nervosa; Bulimia; *Child Abuse; *College Students; *Eating Habits; Higher Education; *Mothers; Parent Child Relationship; *Sexual Abuse
IDENTIFIERS- *Eating Disorders

The prevalence of sexual conflicts in many patients with eating disorders has been well documented. A parallel has been found between psychological problems experienced by victims of childhood sexual abuse and patients with anorexia nervosa and/or bulimia. Past studies have used inpatient clinical samples; however, this study extended this area of inquiry to a non-inpatient sample. Subjects (N=89) were undergraduates at Ursinus College in Pennsylvania. Each subject completed a 66-item questionnaire on the extent of eating disorders, perception of maternal weight conflicts, and types of unwanted sexual experiences. Several maternal behaviors were strongly associated with disordered eating in both daughters and sons. Mothers who were perceived as being preoccupied with fat, food, and weight were more likely to have children who exhibited eating disorder behaviors of the mother. For females, maternal dieting and preoccupation with fat were significantly associated with sexual abuse. A mother's sexual withdrawal from her spouse may enhance a daughter's risk for sexual abuse. Subjects who experienced some form of sexual abuse were more preoccupied with fat and food and wore loose fitting clothes. The failure to find any significant correlates with physical abuse in females may have been due to an extremely low rate of physical abuse in females. Additional studies should be conducted to clarify the extent to which mothers unknowingly contribute to their children's eating disorder. (ABL)

ED 341 894 CG 023 989

Hansen, Lois M.; Bryant, Barbara J.
Attitudes of Persons with Physical Disabilities and Black Americans toward Counseling Professionals.
PUB DATE- 9 Dec 91
NOTE- 66p.; Tables may not reproduce well due to faint print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Attitudes; *Blacks; Counselor Client Relationship; *Counselors; Minority Groups; *Physical Disabilities

The study of the disabled has amounted to nothing more than studying physical malfunctioning and compensating for it. Until very recently, this paradigm has dominated medical and counseling practices, and many suggest that this is all there is to disability. This study attempted to gain insight into prevailing attitudes of both minority groups to determine if persons with disabilities or black Americans have similar attitudes toward professional counselors. In this study black adults (N=25) and disabled adults (N=22) responded to questionnaires dealing with their attitudes toward professional counselors. Sixty-four percent of black adults and 72% of the physically disabled respondents disagreed with the statement that black Americans and physically disabled adults do not need professional counseling. Analysis indicated that comfort with

Levels of Discourse in Psychotherapeutic Interactions.
PUB DATE- Mar 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cognitive Restructuring; Communication Research; *Inner Speech (Subvocal); *Psychotherapy; *Speech Communication

Speech plays important and complex roles in self-regulation and is experienced in several distinct forms: as a social-discursive mode of communication and direction (social speech), as vocalizations directed to the self rather than to others (private speech), and as the phenomenologically subjective "interior dialogue" through which the personality regulates and directs its own thoughts and actions (inner speech). This paper surveys the levels of discursive interaction that occur during the process of psychotherapy, and makes explicit the assumptions concerning these interactions as they occur in two major language-based approaches to psychotherapy: cognitive therapy and psychoanalysis. The focus of the paper is primarily on Vygotsky's developmental model of inner speech, that is, the progression from social speech, to private speech, and finally, to inner speech--the principle of self-regulatory mechanism of the personality. Verbalization in psychotherapy plays at least two distinct roles. First, verbalization allows a client to externalize her self-regulatory inner speech, making it available for conscious analysis and revision. Second, the speech interactions that occur between therapist and client during psychotherapy become the basis for subsequent revisions of the client's inner dialog. Both directive and non-directive therapeutic styles make extensive use of discursive interaction as the fundamental "medium of exchange" between therapist and client. Vygotsky's developmental model of inner speech effectively illustrates the discursive levels of psychotherapeutic interaction. (LLL)

ED 341 913 CG 024 009

Rea, Lorraine M.
My Time: A Self-Esteem Course for Adolescent Girls.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Decision Making; *Females; *Self Esteem

Today's adolescents face an increasing number of serious problems including drugs, violence, divorce, and early pregnancy. Over one million youngsters run away from home each year seeking answers to their difficulties. Young women of this age need an opportunity to share their fears and worries with others and to gain information on ways to deal effectively with their problems. This course, when taught properly, will provide them with that opportunity. Each of the seven sessions, with the exception of the first, begins with a review of the previous week's material, presents a new lesson, and then provides exercises for the participants that will help them apply the material to their own lives. Topics covered include: (1) discover your own strengths; (2) make your own happiness; (3) protect your future; (4) discover your natural beauty; (5) challenge yourself; (6) be a dreamer; (7) and believe in yourself. The exercises included in each session give the

A controversy currently exists in the literature regarding the stability of self-esteem across childhood. This ongoing study, initiated in 1987, was designed to respond to the limitations in the existing body of knowledge. It examines the influence of a variety of environmental variables, specifically home and school experiences, as well as gender, intelligence, personality characteristics, and academic achievement on self-esteem, from childhood into adolescence. Stability and change in self-esteem was assessed in 52 children across a 10-year span from age 7 to 17 using self-report, parent-report, and teacher-report measures to achieve a multi-dimensional appraisal of the child. Annual data from 1987 to 1991 showed no significant change in self-reported self-esteem across time in both sexes; no consistent correlation between self-esteem and intelligence quotient; and no significant relationship between level of self-esteem and amount of religious practice in the family. Findings also suggested that children identified with "high" self-esteem experience less fluctuation in self-esteem over time than children identified with a "moderate/low" level of self-esteem. Data collected and analyzed in the future will determine the reliability of these findings and are expected to provide greater depth to those reported here. (Author/LLL)

ED 341 933 CG 024 030

Guss, Thomas
Male Lifestyle and Locus of Control: Considerations for Underemployment, Career Development and Community Policy.
PUB DATE- 88
NOTE- 29p.; Research supported by a grant from the Agricultural Experiment Station, Regional Project W-167.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Employment Patterns; Financial Problems; *Locus of Control; *Males; Marital Satisfaction; *Spouses; Theories; *Underemployment

The accepted assumption among researchers is that control has trait-like features; under controlled conditions, individuals experience a sense of control by interacting with the environment, experiencing personal influence and evaluating perceived outcomes (Rotter, 1966 and Bandura, 1974). It seems reasonable, therefore, to examine the sense of control during economic transitions within a community and to evaluate this perspective. In this study data were gathered from a Northwest community which displayed high levels of unemployment, substantial plant closure, cutbacks, layoffs, and limited population movement. Data from 137 couples were used to introduce questions regarding the trait-like portrayal of locus of control. The sample was divided according to income reduction and gender. Husbands were selected because of the long tradition of the breadwinner role in the local area and its emphasis in the literature reviewed. The underemployed group was composed of those men who had experienced an income reduction of 30% or more. Pearson Correlations indicated that marital characteristics were associated with external control orientations but not internality. Findings suggest that control may be experienced in diverse ways; therefore, the single continuum construct may be a limited perspective. This study portrays financial loss as a marital problem in establishing desired degree(s) of control. The resource development approach appeared to address only part of the problem. It emphasized individual development while neglecting marital decision making. (Author/ABL)

Late '80's.
PUB DATE- May 91
NOTE- 9p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Childrens Literature; *Class Activities; Cultural Context; *Discussion (Teaching Technique); Intermediate Grades; *Reading Materials; *Thematic Approach
IDENTIFIERS- Contemporary Literature; Text Sets; Trade Books

This paper presents nine sets of books which focus on specific contemporary international issues, and which have been used successfully with upper elementary grade students. The paper shows how the books (including picture books), which include subjects such as the preservation of the environment, world peace, endangered animals, and the coming of age in different cultures, can serve as a springboard for indepth discussions of other cultures and a vehicle for extension activities such as music, art, drama, writing, and cooking. The paper arranges the books in text sets according to theme: (1) people the world over; (2) creation stories--world views; (3) promotion of peace among nations; (4) the conflict between greed and giving; (5) overcoming fear; (6) preservation of natural resources; (7) compassion in the face of adversity; (8) the Cinderella story from many cultures; and (9) endangered animals. First, the focus of each theme is described, then suggested readings are offered, and finally additional activities are listed. (PRA)

ED 341 952 CS 010 827

Braughton, Robert Dean; Riley, James D.
The Relationship between Principals' Knowledge of Reading Process and Elementary School Reading Achievement.
PUB DATE- May 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Correlation; Grade 2; Grade 4; Intermediate Grades; Predictor Variables; Primary Education; *Principals; *Reading Achievement; Reading Research; *Reading Teachers; Regression (Statistics)
IDENTIFIERS- Teacher Principal Relationship

A study examined the relationships among elementary school principals' knowledge of reading, principals' involvement in the school reading program, teachers' knowledge of reading, and elementary school student reading achievement. Subjects, 20 principals and 68 teachers from 20 schools in a small western city, responded to a 20-item survey designed to measure their knowledge of reading skills and process, reading program practices, and reading assessment. In addition, principals responded to 20 more questions designed to measure their level of involvement in school reading programs. For each school, grade 2 and grade 4 total reading raw scores were gathered. Regression analysis was employed to examine the collected data in an effort to determine the magnitude of the relationship among the selected variables of interest. Results indicated that: (1) significant positive correlations existed between grade 2 and grade 4 reading achievement and between the specific aspect of principal evaluation involvement and grade 4 achievement of first-grade students. (One table of data is included; 36 references and two appendixes of comparative score data are attached.) (RS)

ED 341 973 CS 010 851

Schundler, Eloise Thomson
The Effect of Cooperative Learning on Comprehension: An Analysis of the Effect of a Modified CIRC Instructional Approach and Cooperative Learning Partnerships on Reading Comprehension.
PUB DATE- 26 Mar 92
NOTE- 34p.; Requirement for the M.A. degree, Kean College.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; *Cooperative Learning; Grade 2; Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Research
IDENTIFIERS- *Cooperative Integrated Reading and Composition; SRA Achievement Series

A study examined the effect of cooperative learning on the reading comprehension of 16 second-grade students. A modified Cooperative Integrated Reading and Composition (CIRC) program was used with the experimental group over a 20-week period. A control group of 17 students was taught to read using traditional whole-group instruction with a subgroup for students needing extra help. Both groups took the SRA (Science Research Associates) Reading Achievement Test. Results indicated that there was no significant difference between the scores of the experimental and control groups, but the experimental group demonstrated a better than anticipated improvement in reading comprehension. (Three tables of data are included; 28 references and an appendix of comparative score data are attached.) (RS)

ED 341 974 CS 010 859

Brent, Doug
Reading as Rhetorical Invention: Knowledge, Persuasion, and the Teaching of Research-Based Writing.
PUB DATE- 92
NOTE- 148p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Students; *Critical Reading; Higher Education; Interdisciplinary Approach; *Persuasive Discourse; Reader Response; *Reading Writing Relationship; *Research Papers (Students); Rhetorical Invention; Rhetorical Theory; *Teacher Guidance
IDENTIFIERS- Intertextuality; *Writing Contexts

Noting that teaching the research paper seldom gets below surface conventions, this book surveys the work of key theorists in rhetoric, past and present, and seeks to change the way teachers and students think about the relationship between writers and readers. Focusing on theorists who see the creation of knowledge as a social process, the book discusses reader response and discourse processing theories and develops a model of how an individual evolves a set of beliefs about the world.

observational field notes, audiotaped lessons, interviews, and student-generated materials. Ongoing analysis revealed that when the teacher emphasized student pursuit of topics interesting to them, student written and oral texts explored varied and recurrent themes. In contrast, when the teacher emphasized reading skills and strategies, student responses remained text-based and remarkably similar. Findings imply that teachers balance their purposes and goals because of the effects on how children respond to texts. Focus on aesthetic responses may not promote necessary skills and strategies. At the same time, focus on efferent responses seems to stifle interaction and the development of ideas. (One hundred fourteen references and an appendix containing an explanation of transcript notations are attached.) (Author/SR)

ED 341 994 CS 213 173

Anderson, Linda M.; And Others
Teaching Writing with a New Instructional Model: Variations in Teachers' Beliefs, Instructional Practice, and Their Students' Performance. Research Series No. 209.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; Instructional Innovation; Intermediate Grades; Models; *Teacher Attitudes; Teacher Effectiveness; *Writing Instruction; Writing Research
IDENTIFIERS- *Cognitive Strategy Instruction in Writing; Process Approach (Writing)

Fifteen upper-elementary teachers (regular and resource room) agreed to enact a new instructional model called Cognitive Strategy Instruction in Writing (CSIW). The model emphasized that teachers should model the cognitive processes of writers, scaffold dialogue with students about their writing, and create a social context in which writers consider audiences and purposes for their writing. Special attention was paid to the text structures used in reading and writing expository text. Teachers' enactment of CSIW was analyzed for its degree of congruence with the developers' vision of writing instruction, and there was significant variation among the teachers in their patterns of enactment that was related to variation in student performance. Those students whose teachers were considered to be "more congruent" (i.e., by enacting the model in ways intended by the developers) had better performance on transfer measures (but not on direct measures of what was taught), compared to students whose teachers used the model in "less congruent" ways. Qualitative data about four teachers support conjectures about relationships among teachers' beliefs about teaching, learning, and writing, their instructional practice, and their students' writing performance. (Four tables of data are included; 46 references are attached.) (Author/RS)

ED 341 995 CS 213 174

Kellogg, Ronald T.; And Others
The Relative Ease of Writing Narrative Text.
PUB DATE- Nov 91
NOTE- 43p.; Paper presented at the Annual Meeting of the Psychonomic Society (32nd, San Francisco, CA, November 22-24,

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Epistemology; Higher Education; *Literature Appreciation; Perspective Taking; *Reader Response; *Reader Text Relationship; *Reading Processes; Role Playing; *Visualization
IDENTIFIERS- *Literary Theory; Text Factors

Differences in readers' interpretations of a given text illustrate premises of the transactional or reader response theory of literature. The theory holds that: (1) meaning resides in the coming together of reader and text; (2) the reader affects the reading of the text and is affected by the text; and (3) there are potentially as many meanings to a text as there are readers. The reader-text relationship is dynamic, and changes not only from reader to reader but from one reading event to another in the same reader. Visualization activities, such as role playing, dramatization, situation expanding, and rhetorically real writing, serve to engage students in a text. Visualization forces students to consider a literary character's consciousness, motives, behaviors, and values directly and allows students to develop insights about their and others' experiences. It helps them think through characters' behavior to better assess and understand them. Students revise and build their interpretation of a literary work, rather than merely note and organize the teacher's knowledge. (One appendix of classroom activities is attached.) (SG)

ED 342 014 CS 213 197

Wilson, Timothy L. Y.; And Others
Globally Literate: Ensuring the Future with Literature.
PUB DATE- 13 Mar 92
NOTE- 6p.; Paper presented at the Annual Meeting of the Midwest Regional Reading and Study Skills Conference (5th, Kansas City, MO, March 12-13, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; *Cultural Awareness; Cultural Context; Elementary Education; *Global Approach; Reading Material Selection
IDENTIFIERS- Cultural Content; World Views

This 29-item annotated bibliography is a resource list of early childhood/elementary children's books (most published since 1980) that classroom teachers can use to promote global literacy. The intent of the bibliography is to facilitate global literacy competence through the use of bibliotherapy. (RS)

ED 342 015 CS 213 199

Writing across the Curriculum.
SPONS. AGENCY- Consortium for the Advancement of Private Higher Education.
PUB DATE- 92
NOTE- 115p.; Funding also received from the M. J. Murdock Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship; *Debate; *Educational Objectives; Higher Education; *Outcomes of Education; *Persuasive Discourse; Program Evaluation; *Public Speaking; Skill Development; Student Development
IDENTIFIERS- *Debate Theory; Educational Issues; *National Debate Tournament; Policy Implementation

Competitive intercollegiate debate programs have long been premised on the unique educational opportunity the activity affords its participants. The central problem with National Debate Tournament (NDT) rounds is that policy advocacy too frequently occurs, reducing questions asked to one of whether advantages outweigh disadvantages. While issues of policy feasibility, workability, and practicality are essential tests of the wisdom of any proposed course of action, such issues rarely, if ever, arise in NDT debate rounds. Avoidance of such questions reflects a mindset that casts doubt on educational objectives typically offered in support of college debate. It is often noted that debate skills have value in various occupational fields; however, NDT debate does not stimulate a real world counterpart. Furthermore, NDT debate practice does not promote citizen participation in policy making. Most arguments popular in the NDT circuit would be laughable in most democratic decision making forums. One justification offered in support of debate is that it teaches argumentation skills. In its preoccupation with one level of argument, NDT policy debate has shrunk the opportunity to develop argumentative skill. Perhaps the educational function of collegiate policy debating would be better served by changing the assumptions underlying NDT debate. (One endnote is included; 34 references are attached.) (SG)

ED 342 036 CS 507 729

Chen, Guo-Ming
The Relationship between Self-Disclosure and Perceived Intercultural Effectiveness.
PUB DATE- Nov 91
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Communication Research; Communication Skills; Correlation; *Foreign Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; Intimacy; Multiple Regression Analysis; *Self Disclosure (Individuals)
IDENTIFIERS- Asian Students; *Cultural Adjustment

A study examined the relationships between self-disclosure and perceived intercultural effectiveness. Subjects, 129 foreign students from Asia attending a large midwestern university and a large eastern university in the United States, completed two sets of questionnaires. Results from Pearson product-moment correlation, canonical analysis, and stepwise multiple regression analysis showed: (1) positive relationships between intent, honesty, and positiveness of self-disclosure and intercultural effectiveness; and (2) negative relationships between amount and depth of self-disclosure and intercultural effectiveness. Results of one-way analysis of variance on self-statewide policy and program, seemed to have minimal positive effect. The research revealed five qualitative factors that seemed to distinguish between improving and nonimproving schools: (1) reduction of teacher isolation; (2) consensual decision-making; (3) broad-based involvement; (4) building-wide intervention strategies; and (5) formal monitoring programs. Implications of the findings, such as the idea that real school improvement cannot be legislated, are discussed. Recommendations for further research are made. (MLF)

ED 342 054 EA 023 282

Firestone, William A.; And Others
Explaining Differences between Elementary and Secondary Schools: Individual, Organizational, and Institutional Perspectives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 84
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Schools; Elementary Secondary Education; *Expectation; *Institutional Characteristics; *Organizational Theories; Public Education; *Secondary Schools; *Social Attitudes
IDENTIFIERS- *Linkage Analysis; *Loose Coupling Theory

Although elementary, junior high, and senior high schools are perceived as different, their differences are essentially ignored when organizational theorists characterize schools as loosely linked systems. Such systems share two characteristics: absence of shared goals and decentralization of power. To facilitate development of a more differentiated theory of school linkage, a recent study explored empirical differences among schools at three levels and attempted to explain these differences. Elementary schools consistently have stronger linkages than junior high schools, which in turn have stronger linkages than senior high schools. The data from a sample of 104 public schools in Pennsylvania and New Jersey suggest that differences between levels cannot be attributed to the staff's personal characteristics or to such organizational characteristics as size and complexity. An institutional perspective helps explain the differences between elementary and secondary schools in terms of size, staff, specialization, and gender composition. Historical evidence indicates that these differences result from institutional forces creating different expectations about how older and younger children should be educated. Four statistical tables and 59 references are appended. (MLH)

ED 342 055 EA 023 283

Liontos, Lynne Balster
At-Risk Families & Schools: Becoming Partners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 170p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Foreign Countries; *Grants; School Funds; *School Support; *State Aid; *State Programs
IDENTIFIERS- *Alberta

An overview of the type and amount of grants provided by Alberta Education for basic education is presented in this report. Following a description of Alberta school jurisdiction revenues, the purpose and amounts granted to each of the following programs are described: the School Foundation Program Fund; the Fiscal Equity Program; special education programs; student program grants; general education grants; early childhood services; private schools; and the Teachers' Retirement Fund. Two charts and a list of the regional offices of education are included. The appendix provides a comparison of the department's financial assistance to schools for the years 1983-84 through 1991-92. (LMI)

ED 342 075 EA 023 648

Fiscal Survey of the States.
PUB DATE- Oct 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Budgets; Compensation (Remuneration); Differences; Economic Factors; *Financial Policy; *Financial Problems; *Fiscal Capacity; Government Employees; National Surveys; Regional Characteristics; *State Government; *State Programs; Tables (Data); Tax Allocation; Tax Rates
IDENTIFIERS- *Economic Indicators; Recession

The last 2 years have been a period of dramatic fiscal change in the states. The states' fiscal condition continued to weaken along with the economy toward the end of the 1980s. This caused 26 states to raise more than $10 billion in new revenues in fiscal 1991 in an effort to maintain current programs. The failure of the economy to recover forced 29 states to reduce their enacted fiscal 1991 budgets by more than $7.5 billion to remain in balance. Moreover, difficulties in meeting high service demand in the weakened economy prompted states to seek additional revenue of $15 billion for fiscal 1992. In total, states have raised revenues $25 billion and cut more than $10.2 billion in 2 years. This survey presents aggregate and individual data on the states' general fund receipts, expenditures, and balances. While not the totality of state spending, these funds are used to finance most broad-based states' services and are the most important elements in determining the fiscal health of the states. Following a preface and executive summary, the data are presented in the following sections: (1) current state fiscal conditions; (2) state expenditure developments; (3) state revenue developments; (4) year-end balances; and (5) regional fiscal outlook. The appendices contain nine tables and accompanying notes. (MLF)

ED 342 076 EA 023 655

Flanigan, J. L.; And Others

and Retiree Health Plans" (Sophie M. Korczyk); and (3) "The New Medicare Physician Reimbursement Schedule" (L. Maynard Oss). The second section covers state health plans and also includes three speeches: (1) "The Hawaii Plan" (Marylin Matsunaga); (2) "The New York Proposal" (Dan Beauchamp); and (3) "The Ohio Proposal" (Dennis Roberge). The last section contains four papers that focus on proposals for a national health plan: (1) "The Physicians Proposal" (Steffie Woolhandler); (2) "Tax Reform Model" (Edmund Haislmaier); (3) "A Genuine National Health Insurance Plan" (William Glaser); and (4) "Health Care Reform: The Buy Right Strategy" (Walter McClure). (LAP)

ED 342 096 EA 023 696

Alexander, Susan; Wagner, Herbert A., III
School-Based Management in Massachusetts: Perspectives from Twelve Communities.
PUB DATE- 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Decentralization; Elementary Secondary Education; Participative Decision Making; *Program Implementation; *School Based Management; *School Restructuring; *School Supervision; State School District Relationship; *Superintendents
IDENTIFIERS- *Massachusetts

Findings from a Massachusetts Department of Education project to describe district-led experiences with school-based management and to identify factors for improved classroom practices are presented in this paper. Interviews with 12 superintendents and assistant superintendents involved in systemwide restructuring were conducted to learn about their perspectives on school-based management. Following an overview of school-based management, some common themes expressed by superintendents are discussed: the impetus for restructuring, leadership and core values, needs assessment and strategic planning, evaluation of students and governance reform, barriers to implementation, and the new role of the teachers union. Superintendents identified four areas critical to effective restructuring: the need for training by all constituencies, making student learning a priority, leadership based on core values, and building trust. Appendices contain examples of district-level restructuring initiatives in Massachusetts and the interview protocol. (LMI)

ED 342 097 EA 023 697

Images of the Future: Proposed Visions for Public Education in Massachusetts in the 21st Century.
PUB DATE- May 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Planning; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Futures (of Society); Public Schools; *State Action; State Programs
IDENTIFIERS- *Massachusetts

The first six of the eight brief papers presented in this document, all produced in 1990 and all discussing critical principals require an understanding of interpersonal relations, and organizational vulnerability, and they must have an analytical approach to school administration. In addition, the leadership role must change to remove principals from the balancing act they perform when dealing with cenral office staff and policies, teachers and their unions, students and parents, as well as community expectations. Twenty-six endnotes are attached. (LMI)

ED 342 117 EA 023 736

Kirby, H. J.; And Others
Stress Indicators of Kentucky Elementary Principals.
PUB DATE- Nov 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Elementary Education; *Principals; *Quality of Working Life; *Stress Variables
IDENTIFIERS- *Kentucky

Stress has become a problem to educational administrators who often report a high level of stress. This study explored the perceived stress levels of Kentucky elementary school principals. Questionnaires mailed to 200 elementary school principals produced 115 usable returns, a 57.5 percent response rate. The questionnaire consisted of a 24-item forced-choice event survey using a Likert scale. Findings indicate that the most stressful events involved forcing the resignation or dismissal of a teacher and dealing with unsatisfactory performance of professional staff. The lowest amount of stress was associated with working with the district central administration. The two most stressful events correlated significantly with the variables, such as gender, age, and number of years as a principal. A conclusion is that although Kentucky elementary principals experience some stress, the job overall is not highly stressful. (13 references) (LMI)

ED 342 118 EA 023 737

Prickett, R. L.; Richardson, M. D.
Change: Impact of Reform in Kentucky.
PUB DATE- Aug 90
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Los Angeles, CA, August 12-17, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Equity (Finance); *Educational Facilities; Elementary Secondary Education; Finance Reform; Needs Assessment; *Public Schools; *School Restructuring; School Support; *State Action; *State Legislation
IDENTIFIERS- *Kentucky

The impact of state reform initiatives on Kentucky public schools is described in this paper, with attention to financial and facility repercussions. State legislative action in 1985 established class size limitations and new certification programs, which necessitated reorganization of the middle developing an improvement plan are described next--mapping the territory; surveying the field; developing a plan; and getting started. Four pitfalls to avoid are also identified: (1) all talk, no action; (2) creating a superagency or person; (3) the lack of linkage between information, knowledge, and action; and (4) an excess of jargon. A conclusion is that an urgent need exists for agency/school collaboration to develop a coordinated, efficient, and child-centered system that focuses on early intervention and prevention. (9 references) (LMI)

ED 342 138 EA 023 796

Mitman, Alexis L.; Lambert, Vicki
Instructional Challenge: A Casebook for Middle Grade Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Change Strategies; *Cooperative Learning; Educational Change; *Heterogeneous Grouping; Individual Development; Instructional Improvement; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Strategies; *Middle Schools; Preadolescents; Student Needs; *Student Participation; Study Skills; Thinking Skills
IDENTIFIERS- *Active Learning; California

The cases in this book, based on classroom observations and interviews with principals and key teachers at 17 California middle schools, focus in depth on middle-grade reform in the classroom. Organized in four chapters, the cases look at four critical areas of curriculum and instruction: (1) heterogeneous grouping; (2) cooperative learning; (3) active learning; and (4) interdisciplinary instruction. In each chapter, an overview is followed by stories from four or five schools that have grappled with the given reform. The overview consists of background about the particular reform, a table summarizing key features across sites, observations that analyze those features, and a set of questions for teachers to consider as they think about their own classroom or school. The goal of the overview is to illustrate the complexity and multiple dimensions involved in filtering the change process through each school setting. Then the history of implementation at the particular site is recalled; current practices, including specific classroom examples of the reform, are described; and the continuing issues and challenges the reform poses for the school are addressed. (18 references) (MLF)

ED 342 139 EC 300 336

Colorado Special Education Administrative Decisions: Impartial Hearing Officer Decisions; State Level Review Decisions; Federal Complaint Findings.
PUB DATE- 90
NOTE- 565p.; Personal names have been "Blacked Out" throughout document.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports -

with self-stimulating behaviors; and managing inappropriate behaviors. The fourth chapter considers basics of language acquisition, alternative forms of communication, and the importance of communication skills to socialization. Some useful examples of sign language are illustrated. Sensory development activities are suggested in the fifth chapter. Chapter 6 offers suggestions for working with parents and chapter 7 offers some specific successful techniques in changing behaviors. Sample forms are attached. (40 references) (DB)

ED 342 157 EC 300 916

Claus, Richard N.; And Others
Severely Emotionally Impaired/Program Expansion/Project Find/Pre-Primary Impaired. Product Evaluation Report, 1990-1991.
PUB DATE- Aug 91
NOTE- 60p.; Appendix J may not reproduce legibly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Modification; *Disabilities; Educational Objectives; Elementary Secondary Education; *Emotional Disturbances; *Handicap Identification; Inservice Teacher Education; Parent School Relationship; Personnel; Preschool Education; *Program Evaluation; Program Implementation; Recreation; Referral; Severe Disabilities; Staff Development; Student Employment
IDENTIFIERS- Education for All Handicapped Children Act; Saginaw City School System MI

This report details the continuation and expansion of four special education programs in Saginaw, Michigan, which received Public Law 94-142 funding during the 1990-91 school year. The four programs are the Severely Emotionally Impaired (SEI) program, Program Expansion, Program Find, and the Pre Primary Impaired (PPI) program. Information provided for the SEI program covers staffing, academic instruction, student behavior modification, student employment, student recreational activities, staff development, and home contacts. Services were provided to 42 SEI students and all objectives were met. Information provided for Program Expansion, which served 163 elementary level disabled students, covers staffing, instructional services, and staff inservices. Two of this progrm's three objectives were met. Project Find data include information on staffing, initial responses, outside referrals, parent contacts, third party contacts, screening, and diagnosis. Five of this project's six objectives were met. Data on hiring and delivery of special education services are provided for the pre-primary impaired program, which served 27 children and met both of its objectives. Recommendations for each program are also provided. Eighteen appendices present detailed data on the programs including definitions and criteria, behavioral changes in SEI students, SEI staff inservice attendance, annual goals and short term instructional objectives, the Project Find process, and sources of third party referrals. (DB)

ED 342 158 EC 300 917

Polloway, Edward A.; And Others
Characteristics and Services in Learning Disabilities: A Report on Elementary Programs.
PUB DATE- 91
NOTE- 27p.

Establishing Nonprofit Foundations To Pay for Assistive Technology. RESNA Technical Assistance Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Sep 90
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Compliance (Legal); *Disabilities; Federal Legislation; Fund Raising; *Philanthropic Foundations; *Private Financial Support; Program Development; Statewide Planning; *Technology
IDENTIFIERS- *Technology Related Assistance Individ Disabil Act

This guide examines the incorporation of nongovernmental funding streams into state-wide programs of technology-related assistance under Title I of the Technology-Related Assistance for Individuals with Disabilities Act of 1988. It examines underlying philosophical, structural, and legal issues involved in the formation and effective use of a foundation or other nonprofit organizational framework to facilitate the provision of assistive technology devices and services. The paper begins by defining a foundation and explaining governmental restrictions on its financing. It then outlines what a foundation can do, focusing on its flexibility in responding to needs, its aim to augment rather than replace public sector resources, deciding whether to charge fees to recipients of the foundation's support, speed of operation, and ability to broaden assistive technology's constituency. Procedures for setting up the organization are discussed, covering such items as governing board makeup and necessary documentation. Tasks involved in maintaining the foundation on an ongoing basis are also spelled out. (12 references) (JDD)

ED 342 178 EC 300 937

Section 508: Its Effect on States Funded under P.L. 100-407. Q & A. RESNA Technical Assistance Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Assistive Devices (for Disabled); Communication Aids (for Disabled); *Computer Peripherals; Computers; *Disabilities; Electronic Equipment; *Equipment Standards; *Federal Government; Federal Legislation; Federal Regulation; Information Technology; Microcomputers; Purchasing; Specifications; State Government
IDENTIFIERS- *Rehabilitation Act Amendments 1986; Technology Related Assistance Individ Disabil Act

This guide contains questions and answers about Section 508 of the Rehabilitation Act, as amended in 1986 by Public Law 99-506, which required the federal government to establish, in consultation with industry, guidelines to ensure that individuals with disabilities may use electronic office

DESCRIPTORS- Demonstration Programs; *Disabilities; *Education Work Relationship; *Employment Programs; Federal Programs; Grants; Job Training; Postsecondary Education; Secondary Education; *Transitional Programs; Videotape Recordings; *Vocational Education
IDENTIFIERS- Office of Special Educ Rehabilitative Services

This annotated bibliography is the sixth in a series of monographs documenting the literature in the field of transition from school to work for individuals with disabilities. Many different types of documents are cited and abstracted, including journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, ERIC documents, and research reports. The documents cover such topics as job accommodations, assessment techniques, barriers, career development, community integration, curriculum, individualized transition plans, interagency cooperation, job retention, outcomes of education, parent involvement, personnel preparation, social skills, and supported employment. The bibliography listings are organized by entry number, which is linked to author, title, and subject descriptor indexes. The bibliography includes the "OSERS Project Products Listing" which lists, by federal grant competition number, materials produced by projects funded by the Office of Special Education and Rehabilitative Services. The "OSERS Project File Listing" is included to facilitate direct contact with each project. The bibliography also contains a cumulative listing of Transition Institute documents in the ERIC database and a listing of video productions used as transition marketing and information tools. (JDD)

ED 342 196 EC 300 955

Harmon, Adrienne S., Comp.
Annotated Bibliography on Transition from School to Work (1985-1991). Master Index to Volumes 1-6.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 171p.; For volumes 1 through 6, see ED 279 115, ED 291 168, ED 303 026, ED 318 166, ED 332 428, and EC 300 954.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Employment Programs; Job Training; Postsecondary Education; Secondary Education; *Transitional Programs; *Vocational Education

This master index provides access by title, author, and subject descriptors to items described in the first six volumes of the "Annotated Bibliography on Transition from School to Work." Volumes 1 through 6 of the bibliography annotates over 2,400 references on topics related to transition of individuals with disabilities. Examples of topics covered by the bibliography include: accommodation, advocacy, attitudes, barriers, behavior analysis, behavior modification, career guidance, co-worker involvement, community integration, competitive employment, cost effectiveness, curriculum, data analysis, deinstitutionalization, disincentives to work, employer attitudes, employment outcomes, family involvement, federal legislation, follow-up studies, generalization, independent living, individualized education programs, individualized transition plans, interagency cooperation, job coaches, job

*Second Language Instruction; *Student Attitudes; Surveys
IDENTIFIERS- *Japan

This is a report of student perceptions of differences between English study in high school and college in Japan. The survey showed that students are not concerned about class size, but express fairly consistent opinions about the curriculum. They are primarily concerned with obtaining useful English skills. They do not feel that such English skills are obtained in high school but that college English provides more of the kind of English they wish to study. (Author/JL)

ED 342 215 FL 019 492

Griffin, Patrick E.; And Others
The Development of an Interview Test for Adult Migrants. Proficiency in English as a Second Language.
PUB DATE- 86
NOTE- 111p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Evaluation Methods; Foreign Countries; *Interviews; Language Proficiency; *Language Tests; *Migrants; Models; *Second Language Learning; Student Evaluation; Student Placement; *Test Construction
IDENTIFIERS- Australia; *Interview Test of English as a Second Language

The third of three reports resulting from a study of the developing proficiency of adult migrants in English as a Second Language (ESL), this document describes the outcomes of a Victoria, Australia, research and development project to develop mechanisms for implementing evaluation procedures within the Adult Migrant Education Program (AMEP). The primary aims of the project were as follows: (1) to survey two or more education centers to identify testing and assessment tools currently used in ESL instruction; (2) to review program evaluation and student assessment practices; (3) to review the literature on language testing and assessment and then identify the range of components that would be useful in course-specific tests; and (4) to recommend and develop appropriate assessment tools. The first four chapters of this report cover the study background, an overview of program evaluation models, issues in language testing and proficiency, and discussions of measurement models, while the last three chapters cover the organizing principle, construction, and development of a suitable proficiency test. The test developed is called the Interview Test of English as a Second Language (ITESL); it can be used for a variety of purposes; e.g., detailed diagnosis of clients' specific strengths and weaknesses; monitoring the development of clients' oral proficiency; and placement of clients on the basis of oral proficiency. Plans for AMEP evaluation and equivalence tables are appended, and 13 figures supplement the narrative. Contains 95 references. (LB)

ED 342 216 FL 019 556

Carrascolendas: Teacher's Television Guide. The 400 Series.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 75
NOTE- 49p.; For other guides in this series, see FL 019 557-559. For evaluations of the series, see ED 054 612, ED 092 089, ED 090 968, and ED 078 679.
LANGUAGE- English

vocabulary. Subjects were 37 university students in 2 language classes, an experimental group using a comprehension-based approach and authentic texts and a control group using an integrated 4-skills approach and emphasizing grammar instruction. A series of tests were administered: baseline global language proficiency tests, two rational deletion cloze tests, a self-report of vocabulary knowledge, two measures of grammatical knowledge, and (in the comprehension-based class) an introspective task on vocabulary acquisition. Results indicate superior gains in the comprehension-based class in text comprehension and discourse processing, despite smaller gains in grammatical knowledge, suggesting that explicit grammar instruction is not needed to advance comprehension skills. However, accuracy in writing and speaking was found to be linked to grammar instruction. It is concluded that comprehension-based instruction develops receptive proficiency, but other gains appear idiosyncratic. (MSE)

ED 342 238 FL 020 089

Anderson, April
French in the Elementary School. A Content-Based Curriculum. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 159p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Course Content; Curriculum Design; Curriculum Development; Elementary Education; *FLES; *French; Lesson Plans; Mathematics Instruction; Science Instruction; Second Language Instruction; Social Studies; Visual Aids; *Vocabulary Development
IDENTIFIERS- *Content Area Teaching

This curriculum guide provides an instructional plan for combining language and content instruction in a French language program at the elementary school level. The program combines common themes in the foreign language in the elementary school (FLES) program (e.g., numbers, animals, weather, family) with related content-area topics in mathematics, science, social studies, and other subjects. Sample activities illustrate how language and content objectives can be met in thematic units. The guide is designed for a program meeting at least 3 times weekly for 30-50 minutes, and can provide the basis for 50-80 hours of instruction per year, but is flexible enough to be adapted to individual teachers' schedules and programs. Activities are divided into beginning and intermediate levels. Introductory sections address program goals, sample ideas for developing content-based lessons by topic areas, a sample unit plan, and a scope-and-sequence chart for vocabulary units. Eighteen topical units follow, each including a listing of linguistic structures and vocabulary items, sample teacher questions and commands, sample activities, and student worksheets. Blackline master visuals are also included. A bibliography lists FLES resources, references cited, and further reading. An appendix contains content-based lessons in math, science, and social studies. (MSE)

ED 342 239 FL 020 090

Parks, Carolyn

acquisition of additional resources; and (3) fully trained staff, state-of-the-art equipment, resources, and computerized information. Equipment and resources as well as support services are suggested for each level. Resources listed include 10 newsletters and journals, 9 books, 6 associations, 4 sources for audiovisual aids, 6 sources for books, 2 sources for career counselor resources, 4 sources for career interest inventories, and 6 sources for miscellaneous career materials. Appendixes include forms for a career center assessment project staff survey, a student questionnaire, a faculty request form, a student intake form; and a list of 55 references. (KC)

ED 341 777 CE 060 187

Lafayette Adult Reading Academy (LARA) and St. Elizabeth Hospital Employee Literacy Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Education Work Relationship; *Hospitals; Instructional Materials; *Literacy Education; *Material Development; *On the Job Training; Outcomes of Education; *Program Effectiveness; Service Occupations
IDENTIFIERS- Saint Elizabeth Hospital IN; *Workplace Literacy

A two-pronged project model aimed to reduce the volume and increase the usefulness of health care materials and improve the literacy, verbal communication, and problem-solving skills of hospital employees. Regular meetings with hospital staff led project personnel to begin training with the cleaning staff in the areas of fire safety, back care, hazardous materials, and infection control; they also revised job training materials and developed job aids for use of complex technical equipment by the nursing staff. In addition, a communication and problem-solving curriculum was developed for employees who deal with the public. During the 18 months of the project, 236 employees received training (almost 5 times the number projected). Females outnumbered males three to one. The project developed 15 sets of training materials, including an interactive video instructional unit, instead of the projected 2 sets. Participants came from 31 departments of the hospital. Evaluation by project staff and an outside evaluator using project documents, telephone conversations and correspondence with the project director, direct observation, interviews with hospital managers and pretests/posttests showed that the project had met or exceeded its goals. (A total of 23 appendixes in the 2 reports in this document contain: a workplace literacy program and information form; project design; forms to be evaluated and training programs created for their use; lists of dissemination activities and publicity activities.) (KC)

ED 341 778 CE 060 216

Stuckey, Sherry; Berardinelli, Paula
The Search for a Philosophy of Training and Development.
PUB DATE- May 90
NOTE- 28p.; Paper presented at the National Conference and Exposition of the American Society for Training and Development

ED 341 797 CE 060 266

MRH-5 Robot/Student Manual.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 90
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computer Assisted Manufacturing; Databases; Editing; Electromechanical Technology; Electronics; *Learning Modules; Occupational Safety and Health; Programing; *Robotics; Technical Institutes; Two Year Colleges; *Welding

This student manual for the Miller MRH-5 welding robot contains nine modules on how to: safely operate the MRH-5 robot; recognize different types of data; weld a part programming the MRH-5; re-teach an already taught program; weld various joints with the MRH-5 robot; weld a desk plaque with the MRH-5 robot; perform editing functions; check/edit system data; and perform functions in edit mode. Each module may contain the following: number; task; estimated time; overview; outline; objectives; study guide; lesson; assumptions; summary; examples; and guidelines. Module 10, blank sequence sheets, is not included. (NLA)

ED 341 798 CE 060 270

Quint, Janet C.; And Others
New Chance. Implementing a Comprehensive Program for Disadvantaged Mothers and Their Children.
PUB DATE- Dec 91
NOTE- 297p.; For earlier reports, see ED 326 623 and ED 326 683.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Adolescents; Attendance; Attrition (Research Studies); Day Care; Decision Making; Demonstration Programs; Dropout Programs; Dropouts; *Economically Disadvantaged; *Employment Services; Enrollment; *Job Training; Labor Force Development; *Mothers; *Parent Education; Parenting Skills; Program Development; Program Implementation; Recruitment; Student Attrition; *Welfare Recipients; Womens Education
IDENTIFIERS- *New Chance

New Chance was designed as a research and demonstration program to improve the economic status and general well-being of highly disadvantaged young women and their children. The program was directed toward mothers aged 16 to 22 who were high school dropouts and receiving welfare. Sixteen sites in 10 states that had some prior experience in serving the target population were selected for the project. The sites were provided with detailed guidelines and training to increase the potential for effective implementation and were required to make major adaptations in their initial offerings, usually by bringing on new staff and sometimes by modifying their objectives and basic mode of operation. Efforts were made to ensure staff communication and foster the integration of program messages. Recruitment required ongoing effort. Sites adopted various recruitment strategies, with welfare agencies a key source of program referrals. The 930 young women enrolled through December 1990 were a varied group, with differences among enrollees at the

ED 341 815 CE 060 298

Taylor, Ramona
Strong and Able. How To Find a Job and Keep It.
PUB DATE- 90
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Employee Attitudes; Employer Attitudes; Employer Employee Relationship; *Employment Interviews; *Employment Potential; Instructional Materials; *Job Application; *Job Search Methods; *Job Skills; Literacy Education; Values Clarification
IDENTIFIERS- Missouri

This guide is designed to help adults who read at a low level to find and keep a job. It is organized into six units that cover the following: (1) how to start a job search; (2) where to find out about jobs; (3) how to apply for jobs; (4) what to say in an employment interview; (5) what to do while waiting for a job offer; and (6) how to fit in at work. The units are subdivided into short information sheets followed by questions for students to answer in order to assess their attitudes, abilities, and values. The guide is set in large type and uses a low-intermediate level vocabulary. Some of the information in the guide refers specifically to Missouri. (KC)

ED 341 816 CE 060 305

Baez, Luis; And Others
Basic Skills Curriculum for Cultural Inclusiveness and Relevance, 1990-1991.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Apr 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; *Adult Learning; *Basic Skills; Cognitive Style; Course Descriptions; Course Objectives; Cross Cultural Studies; Cultural Interrelationships; Cultural Pluralism; *Curriculum Development; Curriculum Guides; *Ethnic Groups; Ethnicity; Ethnic Relations; Interpersonal Competence; *Multicultural Education; Relevance (Education); Social Influences

This guide lays out the pedagogical and theoretical foundations of a culturally inclusive, vertical basic skills curriculum for adults testing at the 0-8 grade levels. Chapter 1 discusses the basis for the development of this curriculum: a sound basic skills adult curriculum is built upon a psychosocial examination of individual learners in relationship to the immediate and larger society in which they live and the effect of this relationship on the formation of their social identity and intellectual and academic development. Chapter 2 discusses factors that affect learning in diverse populations and then addresses the family life and traditions of specific ethnic groups of adult learners and their relationship to education. Chapter 3 presents a theoretical framework for cultural inclusiveness and relevance. The multicultural education model is highlighted. Chapter 4 discusses pedagogical practice. The converting English measurements; proportions; solving equations with whole numbers; solving equations with decimal numbers; solving equations with signed numbers; solving equations with scientific notation; solving equations with squares and square roots; solving equations with fractions; solving nonlinear equations with whole numbers; solving linear equations by transposing; solving non-linear equations by transposing; key words--electrical/electronic; and key words--math. Each unit contains the following: prerequisites, focus, job examples, key words, examples, practice problems, and answers to problems. (NLA)

ED 341 835 CE 060 346

Seaman, Don F.; Denyer, Jacque L.
Evaluation of a Workplace Literacy Program: A Cooperative Effort between Houston Lighting and Power Company and North Harris County College.
PUB DATE- Sep 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Certification; *Driver Education; Illiteracy; *Job Skills; *Literacy Education; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; Staff Development
IDENTIFIERS- *Truck Drivers; Workplace Literacy

A workplace literacy project to prepare Houston Lighting and Power Company employees for the commercial driver's licence (CDL) exam was evaluated. The following four components of Steele's (1990) evaluation model were used to evaluate the project: proof of effect, judgment against criteria, critical questions, and valuing. The evaluation revealed a high quality program that included use of the Tests of Adult Basic Education for assessment, curriculum design and content based on assessment of job requirements, and pilot testing with 20 students and demonstration of the main instructional program. Of drivers enrolled in the class, 99 percent passed the CDL test. Students indicated a desire to further their learning. The evaluation assessed whether project objectives were met, namely, whether drivers passed the CDL exam and employees demonstrated job literacy skills. The following activities guided the accomplishment of these objectives: task analysis of job skills for literacy requirements; development of curriculum, a recruitment strategy, an instructional system and materials, and a job-specific assessment instrument; delivery of a pilot demonstration and demonstration class; evaluation; and follow-up. Consideration of critical questions determined that a work force literacy program was appropriate and that unexpected occurrences influenced project outcomes. Employees felt good about the learning experience and families were supportive. (12 references) (YLB)

ED 341 836 CE 060 349

The Starter Pack--Materials for Tutors in Adult Literacy.
PUB DATE- May 91
NOTE- 146p.; Replaces the "Adult Literacy Resource Pack" (1975).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

ED 341 854 CE 060 377

Andrews, Brenda M.
A Training Program for Pat Frisking Female Inmates for New York City Department of Correction Officers.
PUB DATE- 15 Jan 91
NOTE- 133p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; Correctional Institutions; *Females; Instructional Development; Job Analysis; *Job Training; Needs Assessment; Police; Police Action; *Police Education; *Prisoners; Program Development; Program Evaluation; Program Implementation; *Sexual Harassment; Skill Analysis; Staff Development; Task Analysis
IDENTIFIERS- *Correctional Officers; *Instructional Systems Development; New York (New York)

A training program was developed for male correction officers confronted with pat frisking female inmates. The training goal was to have correction officers in women's prisons identify female inmates' contraband and be able to determine alternatives for male correction officers who were confronted with pat frisking female inmates. The Dick and Carey (1985) Instructional System Design model (analysis, design, development, implementation, and evaluation) was used. The analysis stage identified the need for this training, which was based on the daily tasks of a correction officer. In the design stage, the instructional objectives were developed, grouped, and sequenced into manageable lesson plans. The method and media were determined to provide instructional information and to gain and maintain learners' attention. Test items were constructed, and evaluation methods were chosen. The development stage gave a step-by-step description of the information, examples, practice items, and feedback needed for each objective. During this stage, subject matter experts examined the project. In the implementation stage, participants were identified for trial tests. Revisions made in the materials were based on the feedback received from one-on-one and small group trials. In the evaluation phase, the pretest was statistically compared to the posttest. Results indicated that the training was effective. (Appendixes include the job task analysis, instructional objectives, learning materials, instruments, and 27 references.) (YLB)

ED 341 855 CE 060 378

Caputo, Maria
Job Interview Skills Module for Grade 9-12 Introduction to Occupations Course.
PUB DATE- 1 Aug 91
NOTE- 118p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Educationally Disadvantaged; Education Work Relationship; *Employment Interviews; Employment Potential; High Schools; *Instructional Development; Instructional Materials; Job Analysis; Job Skills; *Learning Modules; Low Achievement; Needs Assessment; Program Development; Program Evaluation; Program Implementation; Skill Analysis; Task Analysis
IDENTIFIERS- *Instructional Systems Development

needs. The document includes the following sections: seminar overview; conducting the seminar--the presentation, the video, the group discussion, and questions and answers; anticipated changes in the workplace; work force literacy survey; business/literacy activities; and Lehigh Valley Literacy Services listing. The seminar overview contains five sections: purpose (upgrading basic skills); target audience (human resource personnel, business owners, supervisors, and service groups); seminar format; facilities and equipment; and materials (handouts and brochures). The following questions comprise the presentation portion: What is the nature and extent of the problem? Why is it important to take action? and How does one recognize or identify basic skills deficiencies in the workplace? The seminar is sufficiently generic to be adapted for use in many situations. (NLA)

ED 341 873 CE 060 424

GED Days in the Lehigh Valley.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- Jun 91
NOTE- 84p.; For related documents, see CE 060 422-423.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Agency Cooperation; *Basic Skills; *Equivalency Tests; Free Education; *High School Equivalency Programs; Job Skills; Literacy Education; School Business Relationship
IDENTIFIERS- 353 Project; Chambers of Commerce; *General Educational Development Tests; Pennsylvania (Lehigh Valley); Workplace Literacy

Lehigh Valley (Pennsylvania) business, education, and service representatives offered residents of a two-county work force a chance to take the General Educational Development (GED) test for free and improve basic skills. Lehigh Valley census data indicated that one-third of the 650,000 population lacked a high school diploma, yet fewer than 500 were tested annually. Between November 10-17, 1990, 174 adults aged 17-67 were sponsored by 16 companies within 3 Chambers of Commerce in an initial one-time, free testing event. A total of 124 eventually graduated. A GED brochure was developed in conjunction with this project. The project's goals were met: to test a large number of individuals at no cost and to increase public awareness of the test and instructional programs. (Seven appendices, the bulk of the document, correspond to sections in the report: GED committee; company involvement; publicity materials; rotary proposal; practice testing; screening, registration, testing; and recognition ceremony. In addition, two other sections are included in the report: results and final thoughts; and financing.) (NLA)

ED 341 874 CE 060 451

Kaufman, Phillip
A Comparison of Vocational and Non-Vocational Public School Teachers of Grades 9 to 12. Contractor Report. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Feb 92

the race or disability of the counselor was not an issue. These data support the recognition of persons with disabilities as a bona fide minority group, supporting the concept that the minority group model will be an effective counseling alternative for both groups. Persons with disabilities and black Americans may not seek professional counseling because of the perception that the counselor is just one more authority figure who makes their decisions and controls their lives. Strategies need to be developed to integrate America's two largest minority groups into the mainstream of an effective and productive lifestyle through empowerment and use of the minority group counseling model. The survey instrument is appended. (ABL)

ED 341 895 CG 023 990

Horne, Arthur M.; Mason, James
Counseling Men: A University Campus Experience.
PUB DATE- Aug 91
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Counseling; Counseling Services; *Counseling Techniques; *Group Counseling; Higher Education; *Males

Counseling men has been a focus of attention within counseling psychology for nearly two decades. As in other aspects of group work, there are a number of group factors that need to be considered when working with men in groups. One of these factors is type of group. Groups can be: awareness; support; skills specific or topic specific; or self-help. Operating considerations include: number of members of the group; leadership style; length of time of the group; whether the group will be open or closed; commitment to conflict or intimacy; meeting time; focus to include fun; ages of participants; makeup of the group (diverse or homogeneous); and the topical or open nature of the group. The selection process includes: description of the group; goals and commitment of participants; qualifications of members; empathy of participants; capability of tolerating conflict; verbal skills of the participants; and dependability of the participants. Another consideration is who not to invite to the group, including men who are manic, very depressed, in severe crisis, addicted, inebriated, or paranoid. Specific steps that apply to running men's groups include establishing personal groups and norms; developing opening and closing rituals; learning empathic listening skills; learning to give supportive feedback; learning to develop conflict initiation and resolution skills; and knowing how to play. Typical topical issues include: fathers and sons; courage; power; penises and sexuality; fathering; shame; isolation; male friendships; violence; money; spirituality; humor; and mothers and sons. (ABL)

ED 341 896 CG 023 991

Clovis, Annette
The Changing Role of Women in Business: A Study of Sex-Role Stereotyping.
PUB DATE- 91

participants an opportunity to share feelings with each other. These discussions also provide the facilitator with the opportunity to teach the young women how to listen to each other. (LLL)

ED 341 914 CG 024 010

Karp, Marshall J.
Believe It or Not: Why December Is the Best Month To Job Hunt.
PUB DATE- Mar 91
NOTE- 8p.; Paper presented at the Annual Meeting of the National Youth Professionals' Institute (17th, Anaheim, CA, March 24-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Interviews; Employment Opportunities; *Holidays; *Job Search Methods

This paper offers 10 facts to address common misconceptions about job-hunting during the holiday season. The facts are: (1) job hunters are going to be a bother to most of the employers that they call no matter what day or time that they call, so call them regardless of the day or time; (2) most employers are not merely lying back and coasting through until the end of the year, so the job hunters might as well try; (3) if they are not interested in an applicant today, it could very well have nothing to do with the holiday; (4) the fact that the employer is so busy with the Christmas rush season is precisely the reason to try; (5) there are fewer people looking for jobs; (6) many companies are doing their new employee selection now to coincide with their fiscal year and the tax year; (7) if there are businesses that are coasting, they probably have extra time on their hands and may welcome a request for a meeting; (8) employers may be full of good will, and more likely to make exceptions to see people more during the holiday season than at any other time of year; (9) nobody likes the job hunting process and will put it off any way they can; and (10) Christmas just would not be Christmas without wondrous things happening at that time of year. (LLL)

ED 341 915 CG 024 012

Hamberger, L. Kevin; Saunders, Daniel G.
Battered Women in Nonemergency Medical Settings: Incidence, Prevalence, Physician Interventions.
PUB DATE- Aug 91
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Family Violence; Graduate Medical Education; *Identification; Incidence; Intervention; *Medical Services; Psychological Patterns; Victims of Crime

Although many battered women seek help from their family physicians as outpatients, rates of current and lifetime victimization among outpatient female patients have not been well studied. This study tested two hypotheses regarding whether battered women presented to the clinic in a different manner than did nonbattered women. First, within the past year women in current abusive relationships would attend the clinic

ED 341 934 CG 024 031

Child Abuse Prevention and Treatment in the 1990s. Keeping Old Promises, Meeting New Demands. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred Second Congress, Second Session (Denver, CO, September 15, 1991).
PUB DATE- 92
NOTE- 141p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Family Violence; Hearings; *Prevention; *Sexual Abuse; Victims of Crime
IDENTIFIERS- Congress 102nd; Testimony

Testimony on the topic of child abuse prevention and treatment is presented in this document. After an opening statement by Representative Patricia Schroeder of Colorado, testimony and supplemental materials by these persons are included: (1) Marilyn Van Derbur, motivational lecturer, Denver, Colorado; (2) Barry Bennett, program manager, innovative treatment programs, division of adult, child, and family services, Iowa Department of Human Resources, Des Moines, Iowa; (3) Cresson Carrasco, parent-infant psychotherapist, community infant project, Mental Health Center of Boulder County, Boulder, Colorado; (4) David Espinoza, executive director, La Causa Day Care Center, Inc., Milwaukee, Wisconsin; (5) Wade Horn, commissioner, Administrator for Children, Youth, and Families, U.S. Department of Human Services, accompanied by David Lloyd, director, National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services, Washington, District of Columbia; (6) Richard D. Krugman, chairperson, U.S. Advisory Board on Child Abuse and Neglect, Denver, Colorado; (7) Nora (J. Baladerian, licensed psychologist, chair, State Task Force on Disability, director, Disability Project of SPECTRUM Institute; (8) George Batsche, National Association of School Psychologists, Silver Spring, Maryland; (9) David Lloyd, director, National Center on Child Abuse and Neglect, Department of Health and Human Services, Washington, District of Columbia; (10) Belva Morrison, director, Indian Child Welfare Program/DIHFS, Denver, Colorado; (11) Steven J. Murphy, director, Hillsdale County, Michigan Department of Social Services; (12) New Beginnings, Integrated Services for Children and Families, San Diego, California; and (13) Milan Rewerts, interim director, Colorado State University cooperative extension child abuse prevention programs. Additional materials, including a statistical fact sheet on child abuse, from Representative Schroeder are included. (LLL)

ED 341 935 CG 024 032

Daddy's Days Away. A Deployment Activity Book for Parents & Children.
PUB DATE- 87
NOTE- 110p.; Reproduced by the Family Programs Branch, Headquarters, U.S. Marine Corps.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Children; Communication Skills; Creative Activities; *Family Life; Learning Activities; *Military Personnel; *Military Service

reading achievement; (2) a significant negative correlation existed between teacher specific knowledge of program practices and global principal knowledge; and (3) teacher specific knowledge of program practices displayed a significant negative correlation with global principal involvement. Findings suggest that the two reliable predictors of grade 4 reading achievement are grade 2 reading achievement and global teacher knowledge of reading. An additional empirical study should be conducted to assess the relationship between principal involvement and teacher knowledge. (Three tables of data are included; 31 references are attached.) (RS)

ED 341 953 CS 010 828

Allen, Diane D.; Swearingen, Rebecca A.
Informal Reading Inventories: What Are They Really Asking?
PUB DATE- May 91
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Informal Reading Inventories; Reading Comprehension; *Test Format; *Test Validity
IDENTIFIERS- Reading Management

A study analyzed the validity of inferential, cause/effect, and main idea questions which were asked in five selected commercial informal reading inventories (IRIs). The inventories were "Analytical Reading Inventory (3rd Edition)," "Basic Reading Inventory (4th Edition)"; "Burns and Roe Informal Reading Inventory (3rd Edition)"; "Classroom Reading Inventory (5th Edition)"; and "New Sucher-Allred Reading Placement Inventory." Passages and questions for grades 1 through 6 on Forms A and B from each IRI were examined. Results indicated that: (1) many questions labeled as main idea were actually asking for the topic of the reading passage; (2) many IRIs contain narrative passages which contain neither a stated nor an implied main idea; (3) inference questions were often ambiguously worded, asked opinions from the reader, or were not inferential in nature; (4) many inference questions failed to ask students to explain the reasoning behind their answers to the question; (5) only two of the IRIs included cause/effect questions, but these questions were labeled correctly by the authors of the tests more often than the other types of questions studied; and (6) for some tests, the different forms were inconsistent in the number of questions and the manner in which they were asked. Findings suggest that a more open-ended questioning or retelling format would allow a more accurate evaluation of comprehension of a specific passage. (Two tables of data are included.) (RS)

ED 341 954 CS 010 829

Shermis, S. Samuel
Critical Thinking: Helping Students Learn Reflectively.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 97p.; Also published by EDINFO Press.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

Chapters of the book are: (1) Starting Points; (2) Reading as Construction; Reading as Communication; (3) From Interpretation to Belief; (4) The Rhetoric of Reading as a Critical Technique; and (5) Implications for Teaching and for the Art of Rhetoric. Each chapter includes footnotes, and a five-page bibliography is attached. (NKA)

ED 341 975 CS 010 860

Crowder, Robert G.; Wagner, Richard K.
A Psychology of Reading: An Introduction. Second Edition.
PUB DATE- 92
NOTE- 275p.; First edition published in 1982.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- Beginning Reading; Cognitive Processes; Eye Movements; *Reading Comprehension; *Reading Difficulties; *Reading Processes; Reading Research; Reading Writing Relationship
IDENTIFIERS- Reading Speaking Relationship; Reading Theories

In an updated edition, this book is intended to provide a solid, but accessible, introduction to what is known about the psychology of reading. The book is not aimed at cognitive psychologists, but at those who have had an academic background equivalent to the introductory course in psychology. The guiding purpose of the book is to address what has been learned from the past two decades of interest in the psychology of reading. Chapters of the book are: (1) What This Book Is About; (2) Eyemovements in Reading; (3) Pattern Recognition; (4) The Perception of Unrelated Letters; (5) Word Perception; (6) The Word in Context; (7) Comprehension; (8) Writing and Spelling; (9) The Role of Speech in Reading; (10) Learning How to Read; and (11) The Problem of Dyslexia. An extensive bibliography is attached. (NKA)

ED 341 976 CS 010 919

Foertsch, Mary A.
Reading In and Out of School: Factors Influencing the Literacy Achievement of American Students in Grades 4, 8, and 12, in 1988 and 1990.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Environment; Grade 4; Grade 8; Grade 12; Instructional Effectiveness; Intermediate Grades; Library Role; *Reading Achievement; *Reading Habits; *Reading Instruction; Reading Research; Secondary Education; Student Characteristics
IDENTIFIERS- *National Assessment of Educational Progress

A study focused on the background factors that are most closely related to reading instruction and reading performance, including instructional approaches, reading experiences, home influences, and demographic characteristics. Data for these assessments were collected in the spring of 1988 and 1990 from a nationally representative sample of approximately 13,000 students in 1988 and 25,000 students in 1990 at grades 4, 8,

1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; Higher Education; *Narration; *Persuasive Discourse; *Writing Processes; Writing Research
IDENTIFIERS- Expository Text; Narrative Text; *Writing Contexts; *Writing Patterns

A study investigated whether the narrative writing task is more compatible with the structure of conscious thought than are other writing tasks. If so, composing a narrative text should demand less cognitive effort, occur more fluently, and yield a more coherent document than composing persuasive or descriptive texts. Sixteen college students were assigned randomly to each of 3 composition types: narrative, descriptive, or persuasive. Two texts were composed by each participant, one in longhand and one on a word processor. The students wrote on the subjects of test-taking and drinking. Analyses of secondary task reaction times and subjective ratings confirmed that narrative writing is least effortful. An analysis of coherence ties and words produced per minute indicated that persuasive writing exhibits the least cohesion and fluency. The study is continuing, and will examine reading effort, comprehension level, and recall level for the texts that have already been written. (Thirteen figures are included.) (PRA)

ED 341 996 CS 213 175

Sebberson, David
From Rhetorical Action to Compositionalist Behavior: Reconsidering the Tyranny of Process.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Seattle, WA, November 22-24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Cognitive Psychology; Educational Theories; Language Role; *Rhetoric; Undergraduate Students; Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- Aristotle; Campbell (George); Plato Of Athens

The belief that writing can best be understood by understanding the mental processes that govern the production of discourse is questioned in this paper. Plato and Aristotle can form a theoretical base for rhetoric praxis that is democratic, diverse, and empowering. A reexamination of Plato's language underscores his belief that a person must know various states of mind and plans of action to achieve reason and understanding, but Plato is not describing the manner by which an individual thinks and feels; rather is he examining how humans arrive practically at critical judgments about the world of human affairs. Aristotle too, conceives psychology in clinical terms. The soul is to be led to a place of understanding, where judgement and action are guided by politics and ethics. Hence the rhetorician must consider how emotions affect judgment. Eighteenth-century rhetorician George Campbell's psychology turned inward, leaving the world of human action for the realm of the mind and psychological behavior. Contemporary compositionalist practices, like Campbell's

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Faculty Development; Higher Education; Inservice Teacher Education; *Interdisciplinary Approach; Lesson Plans; Program Descriptions; Program Effectiveness; *Program Implementation; Student Improvement; *Writing Across the Curriculum
IDENTIFIERS- *Whitworth College WA

This report describes the initial efforts at Whitworth College (Washington) to provide all faculty with updated skills on how to help student writers. The first chapter describes the background of the grant that was obtained to fund the 2-year faculty development program. The second chapter discusses the theory and practice of writing across the curriculum as presented in faculty workshops. The second chapter also includes reports and sample assignments from 11 faculty members. The third chapter describes how all faculty became interested in the program and how a climate of trust was developed. The last chapter discusses assessment procedures. Excerpts from student interviews, suggestions for developing administrative support, a list of 19 books and articles that formed the core of the library's collection of writing-across-the-curriculum materials, and background on the Consortium for the Advancement of Private Higher Education and the M. J. Murdock Foundation are attached. (RS)

ED 342 016 CS 213 200

McCarthey, Sarah J.
The Influence of Classroom Discourse on Student Texts: The Case of Ella. Research Series No. 211.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 43p.; Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($4.00).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Case Studies; Classroom Communication; Classroom Research; *Grade 5; Intermediate Grades; *Student Writing Models; *Teacher Expectations of Students; *Teacher Student Relationship; *Writing Instruction; *Writing Processes
IDENTIFIERS- Social Constructivism; *Teacher Student Conferences

Using a social constructivist theoretical framework, the case of Ella demonstrates how one fifth-grade, African-American student who participated in a writing process classroom appropriated the dialogue from social interaction and transformed it to use in her own texts and in her talk with others. During the teacher-student writing conferences, Ella and the teacher were able to establish a shared understanding of the classroom assignment. These conferences were pivotal in Ella's subsequent texts because she drew upon these conversations in her revisions. Yet, Ella did not just accept or imitate what she thought the teacher valued, but transformed her understanding to use in new ways in her text. Ella was skillful at understanding the classroom norms and the teacher's expectations, negotiating the teacher's values while developing her own voice. This case demonstrates the importance of teachers and students developing a shared understanding of the task as well as the importance of students' previous experiences with text. (One figure and one table are included;

disclosure and intercultural effectiveness further indicated the differences among subjects from different nations. Findings suggest that, for Asians, the amount and depth of self-disclosure were the least important elements in forming an intimate relationship. (Three tables of data are included; 58 references are attached.) (Author/RS)

ED 342 037 CS 507 730

Chen, Guo-Ming
A Test of Intercultural Communication Competence.
PUB DATE- Dec 91
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association of Puerto Rico (San Juan, PR, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Communication Skills; *Foreign Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; *Interpersonal Competence; *Test Validity
IDENTIFIERS- Communication Behavior; *Intercultural Behavioral Assessment Indices

A study used the seven elements of B. D. Ruben's Intercultural Behavioral Assessment Indices (IBAI) to investigate the concept of intercultural communication competence. Subjects, 149 foreign students enrolled in a large midwestern university in the United States, completed five questionnaires designed to measure the seven elements of the IBAI (display of respect, interaction posture, orientation to knowledge, empathy, role behaviors, interaction management, and tolerance of ambiguity). In addition, 129 American students who knew the foreign students well served as raters in the study. Results of Pearson product-moment correlations indicated significant relationships among the seven elements of the IBAI. Multiple stepwise regressions of the predictors of the seven elements indicated that: (1) predictors for display of respect include assertiveness, rewarding impressions, perceptiveness, and social anxiety; (2) orientation to knowledge was best predicted by amount of disclosure; (3) relational roles behavior and tolerance of ambiguity were best predicted by public rituals; and (4) interaction management was best predicted by responsiveness. Findings suggest that the IBAI is a reliable instrument for measuring intercultural communication competence. Further research, however, needs to consider personal attributes, psychological acclimation, and cultural awareness for communicative competence in different cultures. (Two tables of data are included; 50 references are attached.) (RS)

ED 342 038 CS 507 731

Huck, Karen
On Becoming a Woman: Teaching as Transformation.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (81st, Seattle, WA, November 22-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

(055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Ethnic Groups; Family Environment; Family Involvement; *Family Programs; *Family School Relationship; *High Risk Students; *Parent Participation; *Parent School Relationship; Participative Decision Making; Preschool Education; Special Needs Students

Help for educators in meeting the challenge of involving parents and extended families of at-risk children is offered in this report. Twenty-eight chapters provide information to help educators communicate with low-income, nonwhite, and non-English speaking parents. Part 1 identifies the at-risk population, the benefits and forms of family involvement, and discusses the schools role in initiating contact. Part 2 examines the components of family/school partnerships--communication, understanding the home atmosphere, preparing children for school, home learning, and empowering parents. Support for families and teachers is described in part 3, and issues relevant to special ages, such as early preschool intervention and high school dropout prevention, are examined in part 4. Special groups are discussed in the fifth part, including rural families, nontraditional parenting arrangements, families with disabled children, and Asian-American, Hispanic, and African-American families. Part 6 examines the process of developing parent/school partnerships through discussions of three topics: elements of successful programs; recruitment; and maintaining parent involvement. A conclusion is that organizational change is gradual, requires collaboration, and is not an end in itself. Forty-six sidebars providing supplementary and illustrative information accompany the text. The appendix contains an annotated list of 14 organizations concerned with at-risk families. (138 references) (LMI)

ED 342 056 EA 023 510

Charters, W. W., Jr.
Understanding Variables & Hypotheses in Scientific Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classification; Educational Administration; *Educational Research; Higher Education; *Hypothesis Testing; *Research Methodology; Research Problems; *Scientific Research
IDENTIFIERS- *Variables

The hypothesis is the device scientists use to translate questions, theories, or proposed explanations into a form amenable to empirical research. This edition of W. W. Charter's treatise on clear, conceptual definitions and precise operational hypotheses, which was originally developed to assist students in educational policy and management courses is designed to bring this brief but classic work to a larger audience. Written for novices in research, the manual is a discussion of the ways in which variables and hypotheses appear in research, the functions they serve, and common problems that

State Reform: Separating Perception from Reality.
PUB DATE- Mar 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Finance Association (Las Vegas, NV, March 15-17, 1990). Some broken print may not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Finance; Elementary Secondary Education; *Financial Support; Public Schools; *School Restructuring; *State Aid; *State Programs; State School District Relationship

This paper reviews the actions of several state reform programs and examines the methods by which they funded or failed to fund their educational reform programs. Results of reform in seven states--California, New York, Texas, Wisconsin, Florida, Tennessee, and South Carolina--are highlighted. Fiscal and political issues are also identified. Data were derived from an unpublished nationwide survey of 51 chief state school officers, summaries of actions by state legislatures, state departments of education, and other studies. A conclusion is that although state responsibility for school funding increased during the 1980s, the enormous amount of money generated for educational reform programs failed to produce comprehensive programs. This disparity was due to leadership within the state. The survey of school officers indicated a lack of clear definitions of educational reform and leadership responsibility. Fifty-nine notes are attached. (LMI)

ED 342 077 EA 023 659

Firestone, William A.; And Others
Education Reform from 1983 to 1990: State Action and District Response.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Policy; Elementary Secondary Education; Excellence in Education; Governance; Public Schools; School Districts; *School Effectiveness; *School Restructuring

The 1980s were an exceptional period for state educational reform activity. The decade was notable for the breadth and persistence of the movement for educational reform centered at the state and local levels. To learn more about state reform activity, the consortium launched a study to examine policy making and practice in six states (Arizona, California, Florida, Georgia, Minnesota, and Pennsylvania) from 1986 through 1990. The states varied in the scope of their reform efforts, the instruments used to get districts to change, and geographical location. Within these states, reform activity was documented in 21 districts through site visits, periodic phone calls, and a review of the documents. This report summarizes the initiatives. The introduction reviews the "waves" of reforms in the 1980s, trends, and problem areas. Trends in state reform policies constitute the next chapter, which includes a discussion on curriculum and academic standards, issues in Massachusetts public education and describing "visions" for addressing these issues, were published in a slightly different format from the last two papers. For each of the issues presented, a "challenge" section, printed on the left-hand side of the booklet, defines the problem(s), while a "response" section, printed on the opposite side, identifies needs and and recommends appropriate action. For each issue also, a "frame" outlined in black and overlapping both sides, projects succinct ideas ("visions") on how the issues might be addressed during the next decade. The titles are: "Early Childhood: Building Blocks for School Success"; "Parent Involvement: A Critical Element in Children's Education"; "Educational Personnel: Issues for the 1990s"; "School Restructuring"; "Adult Literacy and Empowerment in Massachusetts"; and "Expanded Strategies for Learning." The last two papers, published six months later, are called, respectively, "Linking Schools and Human Services" and "The School as a Community Center." The "challenge," "vision," and "response" categories are still used, but are presented in simple sequence. All eight papers are intended to provide images, not a detailed blueprint, for expanding educational opportunities and creating fundamental equity. Linking them all are several themes that reflect the revolutionary social and economic changes that occurred in the 1980s decade. (LMI)

ED 342 098 EA 023 701

Goals and Objectives of the 21st Century Challenge Plan.
PUB DATE- 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Objectives; *Educational Planning; Elementary Secondary Education; *Excellence in Education; Long Range Planning; Public Schools; *State Programs; State Standards; *Statewide Planning
IDENTIFIERS- *Tennessee

The statewide goals and objectives of Tennessee's plan for educational excellence, the 21st Century Challenge, are outlined in this legislative committee report. The major initiatives under each goal will be implemented within 3 to 4 years. Goals and an example of the several objectives under each goal are: first grade readiness (e.g., require all children to complete kindergarten); primary grades fulfillment (e.g., establish learning centers in urban housing projects to provide homework assistance and counseling for resident children and to provide for family members to learn parenting skills); high standards for student achievement (e.g., formulate specific goals for student achievement on a statewide and system-level basis); school success for disabled and at-risk students (e.g., establish jobs for Tennessee graduates programs and other school-to-work transition training programs for high school students); teaching professional enhancement (e.g., make salaries for starting teachers and the average salaries for all teachers the highest in the southeast and competitive throughout the country); adult literacy attainment (e.g., establish year-round literacy programs with full-time coordinators in each of the states' 95 counties); vocational education relevancy (e.g., integrate solid core of mathematics, sciences, and communications into the vocational curriculum); school district performance standards (e.g., require that local school board members participate in state designated and state schools. Following the Kentucky Supreme Court's 1990 decision that mandated the development of financial equity for public schools, the Kentucky Reform Act had a major impact on school governance and funding regulations. Compounding the situation was the failure of the state legislature and department of education to conduct adequate needs assessments and cost analyses prior to passage of each reform mandate. The demand for new facilities and funds generated strains on the public schools related to new construction, building approvals, and restructuring of the tax base. (LMI)

ED 342 119 EA 023 738

Reed, A. W.; And Others
Site-Based Management: Knowledge Base of Kentucky Superintendents.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Decentralization; Educational Innovation; Elementary Secondary Education; Participative Decision Making; *School Based Management; *School Restructuring; *Superintendents
IDENTIFIERS- *Kentucky

Findings from a study to determine the knowledge base among Kentucky superintendents about site-based management (SBM) are presented in this paper. Questionnaires mailed to all of the state's 177 public school superintendents yielded a 73 percent response rate. Findings indicate that while there was considerable interest in SBM, there was significant confusion on the topic and superintendents were largely unaware of research supportive of participatory management in business and education. Respondents also expressed role ambiguity, resistance to immediate implementation of school-based management, doubt over the longevity of the innovation and a universal desire for school-based management training for respondents and their staff. (15 references) (LMI)

ED 342 120 EA 023 739

Richardson, M. D.; And Others
Staff Development As a Function of Organizational Development.
PUB DATE- Nov 90
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Orlando, FL, November 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; Elementary Secondary Education; *Inservice Education; *Organizational Change; *Organizational Development; *Professional Development; *Staff Development

Skills required for developing staff evaluation models are closely linked to skills required for staff development. Leading a vital, growing, innovative, dynamic school system requires risk-taking, stretching, painful, exhilarating change. This change is accomplished through staff development. Real staff development is not confined to one or two in-service days

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Compliance (Legal); Confidentiality; *Court Litigation; *Disabilities; Discipline; *Due Process; Elementary Secondary Education; Equal Education; Extended School Year; Graduation; Health Needs; *Hearings; Individualized Education Programs; Legal Costs; Mainstreaming; Private Schools; Special Education; Student Evaluation; Student Placement; Student Rights; Teacher Qualifications
IDENTIFIERS- *Colorado

This volume of Colorado special education administrative decisions contains all Impartial Hearing Officer Decisions, State Level Review Decisions, and Complaint Findings issued since 1988. The full text of each decision or finding is preceded by a case summary which includes a listing of key topics, a statement of the issues, the decision, and highlights of the discussion. An index is provided which lists the decisions and findings by key topics. The text is divided into two sections, one for due process decisions and one for complaint findings. Within each section the cases are in numerical order based on the date the hearing request was made or complaint was filed. The cases deal with procedural safeguards, due process hearings, extended school year, discipline, free appropriate public education, private schools, least restrictive environment, student evaluation, confidentiality of information, related services, individual educational plan, attorney fees, health-related issues, qualified instructional personnel, and graduation and exit. (JDD)

ED 342 140 EC 300 407

The Helen Keller World Conference on Services to Deaf-Blind Persons (4th, Stockholm, Sweden, September 28-October 3, 1989).
PUB DATE- Oct 90
NOTE- 174p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Area Studies; *Communication Problems; *Deaf Blind; Deaf Interpreting; Employment Potential; *Foreign Countries; *Human Services; *Individual Needs; Manual Communication; Personal Narratives; Technology

The monograph comprises the proceedings of a 1989 international conference on services to the deaf blind, including conference papers as well as reports from eight nations. Introductory material includes the text of the "Declaration of the Basic Needs of Deaf-Blind Persons" adopted at the conference, the conference program, and a list of participants. Papers have the following titles and authors: "The Use of Methods of Communication amongst the Deaf-Blind in Spain" (Daniel Alvarez); "Starting an Association" (Ove Bejsnap, Denmark); "My Life and My Finger Braille" (Satoshi Fukushima, Japan); "Open Employment" (Graham Hicks, Great Britain); "The Interpreter" (Katarina Johansson, Sweden); "Deaf-Blindness: An Emerging Culture?" (Roderick J. Macdonald, United States); "The Deaf-Blind Person and Advanced Technology" (Roderick J. Macdonald); "Polish Palm Alphabet" (Jozef Mendrun); "Deaf-Blindness in the United Kingdom" (Patrick Murphy); "The Importance of the International Newsletter" (Patrick Murphy); "The Importance of Retaining Your Language" (Sabina Santilli, Italy); "The Situation for Deaf-Blind People in New Zealand" (Janette Scahill); "Communication for Deaf-Blind in India" (Rajinder Singh Sethi); "On My Own Experience" (Sergei Sirotkin, Soviet Union); "Technology and the Deaf-Blind Population" (Robert J.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adapted Physical Education; Ancillary School Services; Behavior Problems; Community Services; Delivery Systems; Demography; Elementary Education; Family Structure; Incidence; *Individualized Education Programs; *Learning Disabilities; Minority Groups; Multiple Disabilities; Racial Differences; Sex Differences; *Student Characteristics; *Student Educational Objectives; Student Motivation

This study examined demographic and service delivery data derived from Individualized Education Programs of 153 elementary students with learning disabilities in a medium-sized city in northern Illinois. It specifically addressed family background, prevalence of secondary disabilities and health problems, behavioral and motivational characteristics, educational goals within students' instructional programs, and community services being provided. Analysis indicated: three times as many boys as girls were served by these programs; there was some overrepresentation of minority children; the more common family living arrangement was for single parent homes and non-nuclear family patterns; community support services were provided to approximately one-third of the children and their families; over 80 percent required additional services in speech and language; about 20 percent were regularly receiving medication; only 8 percent were identified as consistently self-motivated, with 80 percent responsive to extrinsic reinforcers; annual goals were predominantly academic with some social-emotional and language goals but few transition and career development goals; and, most students were receiving some related services but few were receiving adaptive physical education programming. (30 references) (DB)

ED 342 159 EC 300 918

Zorfass, Judith; And Others
Evaluation of the Integration of Technology for Instructing Handicapped Children (Middle School Level). Final Report of Phase I.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Oct 89
NOTE- 194p.; For Phase II Final Report, see EC 300 919.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Computer Assisted Instruction; Context Effect; Demonstration Programs; Educational Change; Federal Programs; Inservice Teacher Education; *Integrated Activities; Intermediate Grades; Junior High Schools; *Mainstreaming; Middle Schools; *Mild Disabilities; Models; Organizational Climate; *Teaching Methods; *Technology

This final report documents Phase I of a federally funded, naturalistic study of how middle schools can integrate technology into mainstream instruction for mildly handicapped students. Phase I of the study, carried out from October 1986 through September 1989, examined teacher practices that create successful, computer-supported learning experiences for special needs students, and examined the larger school and organizational context that sustains those teacher practices. A total of 23 administrators and 25 teachers from 4 middle schools participated in the 3-year study. Phase II will involve the development and field testing of a school-based intervention to enhance technology use. The report provides an equipment with or without special peripherals. The guide explains how the federal government has changed its rules for purchasing or leasing information technology to comply with the law; examines the effect of Section 508 on states funded under Public Law 100-407, the Technology-Related Assistance for Individuals with Disabilities Act of 1988; explains how Section 508 is enforced; defines "electronic equipment accessibility"; outlines how the federal government decides what equipment to buy; notes equipment accommodations commonly used, such as alternative input, alternative screen display, alternatives to audible information, and development of local area networks; and offers sources for additional information. (JDD)

ED 342 179   EC 300 938

Directory of On-Line Networks, Databases and Bulletin Boards on Assistive Technology. Second Edition. RESNA Technical Assistance Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Nov 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); *Databases; *Disabilities; *Electronic Mail; *Information Networks; Information Systems; Information Technology; Rehabilitation; *Technology

This resource directory provides a selective listing of electronic networks, online databases, and bulletin boards that highlight technology-related services and products. For each resource, the following information is provided: name, address, and telephone number; description; target audience; hardware/software needs to access the system; procedures for accessing; and cost. The first section, on electronic networks, describes AppleLink, CompuHelp, CompuServe, DeafTek.USA, SCAN (Shared Communication and Assistance Network), Series Computer Network, and SpecialNet. The second section describe online databases, including AbleData, Apple Solutions, CTG (Closing the Gap) Solutions, Developmental Disabilities Technology Library, Handicapped Users' Database, Hyper-AbleData, Rehabdata, and Specialware Database. Bulletin boards described include BayTalk BBS (Bulletin Board System), Equal BBS, 4 Sights Network, Fidoracer, Project Enable, RESNA.TA, Special Needs BBS, TECH.LINE, and T.U.F. (Total User Friendly) BBS. (JDD)

ED 342 180   EC 300 939

Newroe, Kathleen
Telecommunication Technologies To Deliver Assistive Technology Services. RESNA Technical Assistance Project.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Assistive Devices (for Disabled); Case Studies; Delivery Systems; *Disabilities; *Distance Education; Educational Media; Educational Technology;

matching, job placement, job retention, leisure skills, mainstreaming, microcomputers, model programs, normalization, parent involvement, peer involvement, personnel preparation, productivity, program development, program evaluation, quality of life, rehabilitation counseling, self-control training, sheltered workshops, Social Security benefits, social skills, special education, supported employment, video production, vocational education, vocational evaluation, vocational rehabilitation, vocational training, and work environment. (JDD)

ED 342 197 EC 300 956

Final Recommendations of the OSEP Task Force for the Improvement of Data on School Exit Status.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); *Data Collection; Definitions; *Disabilities; *Dropouts; Federal State Relationship; *High School Graduates; High Schools; *Recordkeeping; Records (Forms); Special Education; *Standards; Statistical Analysis; Student Mobility
IDENTIFIERS- *Office of Special Education Programs
This report presents the recommendations of the Office of Special Education Programs (OSEP) concerning issues in data collection on school exit status. Of major concern were: (1) the high proportion of students exiting with status unknown, (2) the extreme state-to-state variability in reports of basis of exit, and (3) the incomparability of the OSEP data with other sources of information on high school completers and dropouts. The following recommendations are given: (1) add a count of students who died; (2) alter the definition of a dropout to include students not currently enrolled who did not exit through defined bases; (3) add a count of students who returned to regular education; (4) alter the definition of graduation with a certificate to include students who received a General Education Diploma through a secondary school program; (5) eliminate the category previously called "status unknown" and replace with "moved, not known to be continuing"; (6) use the December 1 child count from the previous year as the denominator in computing rates; and (7) change the time period covered by data collection from September to June to December 1 to November 30. Attachments include descriptions of current dropout and graduation statistics and a draft of proposed instructions and forms for collecting exiting data. (DB)

ED 342 198 EC 300 957

Ohio Handbook for the Identification, Evaluation, and Placement of Children with Language Problems.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 90p.; Also prepared by the Ohio Statewide Language Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Cultural Pluralism; Early Childhood Education; *Educational Television; English (Second Language); *Hispanic Americans; *Spanish
IDENTIFIERS- *Carrascolendas (Television Series)

This teacher's guide to the "Carrascolendas 400 Series," a bilingual (Spanish/English) television program, provides information about the main points made in each program. The guide gives teachers tips on how to use the television series to explore important issues with their students, and the "activity corner" section of each program description in the guide can serve to illustrate some appropriate activities for children in the elementary grades. Carrascolendas (the name is that of an imaginary village whose inhabitants live a bilingual and multicultural way of life) has as its goal the affirmation of Hispanic values for Hispanic children in the preschool and elementary levels of school (5-8 years old). The series seeks to transmit specific beliefs about persons, cultures, and the enviornment. These beliefs are as follows: (1) mastering one's self is important--this includes expressing one's feelings; (2) being able to understand and speak two languages is better than being able to communicate in only one; (3) cultural diversity is a good thing if people work together; (4) people from all groups and social levels should be respected as persons; (5) people can make an important difference in other people's lives, and the quality of our lives depends to a great extent on how we treat others and how others treat us. (SR)

ED 342 217 FL 019 557

Carrascolendas: Television Teacher's Guide. The 500 Series.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 76
NOTE- 57p.; For other guides in this series, see FL 019 556-559. For evaluations of the series, see ED 054 612, ED 092 089, ED 090 968, and ED 078 679.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Cultural Pluralism; *Educational Television; Elementary Education; English (Second Language); *Hispanic Americans; *Natural Resources; *Self Esteem; *Spanish
IDENTIFIERS- *Carrascolendas (Television Series); *Diversity (Student)

The teacher's guide to the "Carrascolendas 500 Series," a bilingual (Spanish/English) television program geared toward encouraging affective learning in 6- to 9-year-olds, provides information about the main points made in each of the 39 programs in the series. It gives teachers general tips on how to use the series to explore important issues with their students and suggests specific activities geared to the content of each program. The five constructs emphasized by Carrascolendas 500 are: (1) growth toward self-esteem; (2) concern for others as a source of self-esteem; (3) respect for and preservation of natural resources; (4) diversity in self and others; (5) existence of inner choice. Within each theme, a number of concepts are presented to help young children develop the attitudes and values that can help them grow as individuals in a bilingual, multicultural society. (SR)

ED 342 218 FL 019 558

A Manual for Closed Captioned Television in ESOL Instruction. Elementary and Secondary K-12 English for Speakers of Other Languages (ESOL).
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Broadcast Television; *Captions; Elementary Secondary Education; *English (Second Language); Guidelines; *Language Skills; Public Schools; Questionnaires; *Second Language Learning; Television Viewing
IDENTIFIERS- *Closed Captioned Television; *Prince Georges County Public Schools MD

Closed-captioned videotapes and accompanying print materials are available to the Prince George's County Public Schools English-as-a-Second-Language (ESL) program to help students develop their sight and meaning vocabulary, oral reading fluency, prediction skills, and ability to locate information in written texts. This manual is intended to familiarize ESL teachers with the materials. The main part of the report, an inventory of the nine available captioned videotapes, is preceded by general guidelines for selecting videotape segments and planning lessons. Suggestions for specific classroom activities, divided according to skill emphasis, follow the inventory. The appendices include the following: (1) lists of vocabulary items taken from four of the tapes; (2) sample grammatical features and exercises from one of the tapes; (3) information on equipment features and operations; and (4) a listing of closed-captioned television programs that are currently being broadcast. A form for the evaluation of this curriculum guide follows the appendices. (LB)

ED 342 240 FL 020 099

Hirvonen, Pekka, Ed.
Language and Learning Materials. AFinLA Yearbook 1987. AFinLA Series Number 44.
PUB DATE- 87
NOTE- 211p.; For separate copies of the two English-language papers, see FL 020 100-101.
LANGUAGE- English; Finnish
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Finnish; Foreign Countries; Higher Education; *Instructional Materials; *Second Language Instruction; *Second Language Learning; *Student Centered Curriculum; Textbooks
IDENTIFIERS- *Authentic Materials; Finland

Eleven papers from the Finnish Association of Applied Linguistics (AFinLA) Symposium held at the University of Joensuu in November 1986, and three additional solicited papers are presented in this collection. The theme of the symposium was "language learning materials and language in learning materials." All but two of the papers are in Finnish. Papers and authors are as follows: "Syllabuses, Materials and Techniques in Experiential Foreign Language Learning" (V. Kohonen--English language); "Communicative Foreign Language Teaching: Consequences in Learning Materials" (S. Takala); "On Authentic Discourse and On Discourse Materials in Foreign Language Textbooks" (E. Ventola); "Some Observations on

(46th, Orlando, FL, May 6-10, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Behavioral Science Research; *Educational History; Educational Objectives; *Educational Philosophy; Educational Research; Human Resources; Industrial Psychology; *Job Training; *Organizational Change; *Organizational Development; *Social Change

Using the results of a literature search, a conceptual framework is developed for comparing the schools of philosophical thought with the aims, methods, curriculum, and teacher-learner relationships found in training and development programs in business and industry. From this analysis, a philosophy for the field of training and development can be proposed. Schools of philosophical thought examined include behaviorism-behavioristic, existentialism-humanistic, idealism-liberal, pragmatism-progressive-cognitive, realism-analytic, and reconstructionism-radical. The current philosophy of training and development contends that the philosopher of education is interested in these principles of education: aims and objectives, curriculum or subject matter, general methodological principles, and an analysis of the teaching-learning process. However, actual practice in training and development is inconsistent with this governing philosophy. Therefore, the training and development field must move decisively toward a reconstructionist philosophy, with some contextual changes. The two major premises of reconstructionism are as follows: (1) society is in need of constant change; and (2) such social change involves both a reconstruction of education and the use of education in reconstructing society. From the viewpoint of training, the philosophy becomes the following: business is in need of constant change, and such change involves a reconstruction of training and the use of training in reconstructing business. From this point, the aims, method, curriculum, and teacher-learner relationship can be constructed. (26 references) (KC)

ED 341 779 CE 060 225

Miller, B. Jeanette
Dissatisfaction Factors of Indiana Home Economics Teachers.
PUB DATE- 6 Dec 91
NOTE- 10p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 6, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; *Home Economics Teachers; *Job Satisfaction; *Occupational Home Economics; Secondary Education; State Surveys; Teacher Alienation; *Teacher Attitudes; Teacher Burnout; Teacher Morale
IDENTIFIERS- *Indiana

Indiana vocational home economics teachers were sent 58-item questionnaires designed to determine reasons for their dissatisfaction with their jobs. These teachers had been identified in an earlier study as being dissatisfied with their jobs. Respondents numbered 367 (80 percent); 56 added notes explaining their feelings. Computer forms were electronically read and analyzed statistically using chi square for determining differences and Pearson Product Moment for relationships. Significant correlations were found for 27 test different sites especially pronounced. Sites followed program guidelines in offering the specified components: education, employability development, health and personal development services, and services to assist the development of enrollees' children. Some sites offered activities beyond those explicitly stated in the model. Although most participants received services in all program areas, absenteeism was a common and vexing problem. (Apendixes include site profiles, supplemental tables, and a list of 61 references.) (YLB)

ED 341 799 CE 060 271

Status of the NOICC/SOICC Network: June 30, 1991. Administrative Report No. 17.
PUB DATE- Dec 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Career Education; Career Guidance; *Career Information Systems; Computers; *Database Producers; *Databases; Electronic Publishing; *Information Networks; Information Sources; National Programs; *Occupational Information; State Programs; Vocational Education
IDENTIFIERS- *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

This report highlights the initiatives, activities, and accomplishments of the National Occupational Information Coordinating Committee (NOICC)/State Occupational Information Coordinating Committee (SOICC) Network during program year 1990--July 1, 1990-June 30, 1991. It begins with a description of NOICC and the NOICC/SOICC Network and the following network systems and programs: Occupational Information Systems (OIS), Career Information Delivery Systems, Improve Career Decision Making Program, National Career Development Guidelines, National Crosswalk Service Center, and NOICC Training Support Center. Network initiatives, activities, and accomplishments are categorized under NOICC OIS initiatives and programs, NOICC career information and career development programs, and communication and coordination. The report highlights completion of two major electronic database systems, Civilian Training Inventory and Civilian Occupational and Labor Market Information System, and significant strides toward finalizing two others, State Training Inventory and the Economic Development and Employer Planning System. Selected SOICC activities and projects to promote the use of occupational and career information and career development programs at the state level are summarized. A final section describes future activities. Other contents include the following: a financial report; exhibits of sources of funding, expenditures, and grants for state activities; lists of conferences and training programs, publications, and SOICCs; and NOICC enabling legislation. (YLB)

ED 341 800 CE 060 273

Pucel, David J.; And Others
A Comparison of Factors Related to the Attrition and Professional Development of Beginning and Experienced Technical College Teachers.
PUB DATE- Dec 91
NOTE- 34p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).

four-part lessons described are designed to encourage creative expressiveness, critical thinking, and multicultural interaction. Chapter 5 offers approaches to teaching language, mathematics, and cultural studies. Chapter 6 contains a listing of generative themes that can be used to organize instructional lessons and the more specific course outlines for language and reading courses designed to encompass an expanded core curriculum. Appendixes include three bibliographies: 147 items on theory and pedagogy, 36 items on diversity and learning, and 130 items on multicultural mathematics teaching. (YLB)

ED 341 817 CE 060 307

Stevens, Paul
Stop Postponing the Rest of Your Life. Fourth Edition.
PUB DATE- 91
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavior Modification; Career Change; Career Choice; *Career Development; Career Education; Career Planning; Foreign Countries; Individual Development; *Job Satisfaction; Life Events; *Life Satisfaction; Midlife Transitions; Need Gratification; *Self Actualization; Self Concept; Self Determination; *Self Evaluation (Individuals); Self Help Programs
IDENTIFIERS- *Life Planning

This book is a practical guide on how to realign one's career by careful, systematic analysis of what is not satisfying and what needs to be changed. It assists individuals in learning who they really are today, where they are going, and how to identify realistic work alternatives. Part 1 on achieving career satisfaction consists of three chapters. Chapter 1 leads readers through an analysis of the current sitation, covering the folllowing topics: changing expectations, career journeys, expected and unexpected events, nonevents, aging, expectations of others, the barrier of nonfulfilment, burnout, redundancy, and midcareer crisis. Chapter 2 looks at considerations in solving a job dissatisfaction problem: the career life-cycle, risk taking, stress, promotion, ambition, career plateau, financial appraisal, work and leisure, and joy of work. Chapter 3 helps readers determine what they really want to do. The process includes redefining oneself, self-assessment, goal formation, information gathering, and decision making. Part 2 contains a wide range of exercises to guide self-exploration. Chapter 4 describes preparation for career analysis and life management planning. Chapters 5 and 6 contain self-analysis exercises and information on data interpretation. Chapter 7 provides career analysis exercises. Exercises in chapter 8 deal with decision learning; exercises in chapter 9 concern transition training. The final chapter discusses sustaining career satisfaction. A bibliography lists 14 references. (YLB)

ED 341 818 CE 060 308

Stevens, Paul
Planning for Me! Setting Personal Goals. Second Edition.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Basic Skills; *Beginning Reading; Foreign Countries; *Learning Activities; Listening Skills; *Literacy Education; Reading Instruction; Reading Skills; Speech Skills; Spelling Instruction; *Teaching Methods; Writing Skills
IDENTIFIERS- Great Britain

This pack provides material for new tutors who are beginning to be involved in literacy work with adults. The activities can be used in one-to-one or small group situations and include a range of suggestions for beginning learners and those needing to brush up on their skills. This pack contains nine sections. Section 1 provides ideas for helping beginning readers, including using a language experience approach, methods of teaching reading, activities for beginning readers, and building up reading skills. Section 2 contains activities to help "not bad" readers become more fluent, questioning, and able to deal with a wider range of materials. Section 3, on learning to learn, presents ways to help students develop an approach to working that will ensure that they get the most out of their time. Section 4 provides various tasks to help a beginning writer get started. Section 5 suggests ways for students to improve the range and quality of their writing. Topics in this section include the writing process, purpose and style, drafts, and punctuation. Section 6 provides activities to help the tutor analyze the spelling errors students make and discover strategies for remembering correct spelling. Section 7 contains activities to help students develop talking and listening skills. Section 8 suggests ways to help students identify goals and plan for the future. Section 9, the final section, provides addresses and materials that other tutors have found useful. (YLB)

ED 341 837 CE 060 354

State/Local Cooperative Labor Market Information Program.
PUB DATE- May 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Education Work Relationship; Employment Opportunities; Employment Patterns; Employment Projections; *Employment Statistics; *Information Networks; Labor Force; *Labor Market; *Labor Utilization; *Occupational Information; Occupational Surveys; Postsecondary Education; Secondary Education
IDENTIFIERS- *California

The State/Local Cooperative Labor Market Information Program has been developed to meet the needs of California's business community and work force. The program aims to improve the match between employers' needs for skilled labor and the skills of the state's workers. The program is a partnership composed of the state Employment Development Department (EDD), state and local employment and training agencies, and employers. The partnership collects and analyzes local occupational data and prepares and disseminates annual reports. Various state agencies provide funding and advice. EDD determines program responsibilities, establishes research methods, provides the training and technical assistance to conduct the program, prepares employment projections, and conducts statewide and regional analyses. Local partners provide a forum for community participation to determine local information needs, conduct employer surveys, prepare analytical reports, and disseminate

An instructional project designed a module on job interview skills for the Introduction to Occupations course, recommended for high school students by the New York State Board of Regents. The target population consisted of 16 students in grades 9-12, in the Carle Place Junior/Senior High School on Long Island. The majority of the subjects were labeled educationally handicapped or lower achieving. The Interservice Model of Instructional Systems Design (analysis, design, development, implementation, and evaluation) was used for design of the learning materials. During the analysis phase, the designer conducted needs, job, and task analyses. The need for the instruction was based on the demand for high school graduates with career-related skills. The designer created a Job Kit for preparing for the job interview. The instructional goal was divided into seven main tasks, which were subdivided into steps. During the design phase, the designer identified seven instructional objectives to correspond with the seven main tasks. Entry behaviors were defined, and a pretest and posttest were developed. The Job Kit provided student and teacher interaction throughout. At the end of the development phase, formative evaluation occurred; materials were revised to correct errors. During the implementation phase, data were collected for the summative evaluation. Evaluation results indicated that, after completing the Job Kit, most students were enthusiastic about going on a job interview. Although only 2 students passed the pretest, all 16 students passed the posttest. (Appendixes include the job tasks analysis, experimental and final job kits, the questionnaire, and a 12-item bibliography.) (YLB)

ED 341 856 CE 060 379

McNair, Robert C.
A Performance-Based Training Qualification Guide/Checklist Developed for Reactor Operators at the High Flux Beam Reactor at Brookhaven National Laboratory.
PUB DATE- 15 Jan 91
NOTE- 189p.; Master's thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adult Education; *Check Lists; *Competency Based Education; *Employment Qualifications; Energy Occupations; Guides; Instructional Development; Instructional Materials; Job Analysis; *Job Skills; Needs Assessment; Nuclear Power Plants; *Nuclear Power Plant Technicians; *On the Job Training; Program Development; Program Evaluation; Program Implementation; Skill Analysis; Task Analysis; Technical Education
IDENTIFIERS- *Instructional Systems Development

A Performance-Based Training (PBT) Qualification Guide/Checklist was developed that would enable a trainee to attain the skills, knowledge, and attitude required to operate the High Flux Beam Reactor at Brookhaven National Laboratory. Design of this guide/checklist was based on the Instructional System Design Model. The needs analysis identified that the skills, knowledge, and tasks required should be standardized. A job and task analysis identified all skills, knowledge, and tasks required for the reactor operator position. During the design phase, these materials were developed: implementation guide, evaluation guide, generic job performance measures, grouping of skills and knowledge, grouping of tasks, and performance-based objectives. Material was developed for each unit of instruction. The skills and knowledge checklist was developed first, followed by tasks required for performance. Additional

NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Degrees (Academic); High Schools; Job Satisfaction; Public Schools; *Public School Teachers; *Teacher Attitudes; Teacher Background; *Teacher Characteristics; Teacher Morale; *Teacher Persistence; Teacher Qualifications; *Vocational Education Teachers

The Public School Teachers Questionnaire from the 1987-88 Schools and Staffing Survey was analyzed to produce a descriptive portrait of vocational and nonvocational teachers of grades 9-12 in public schools. The sample consisted of 3,863 vocational and 14,315 nonvocational teachers. Almost 90 percent of each group classified themselves as white. The ages of vocational and nonvocational teachers differed significantly with vocational teachers being older. Although a slight majority of all vocational teachers were male, this was not true in all vocational subjects. Fewer than 1 percent of nonvocational teachers but over 7 percent of vocational teachers had less than a bachelor's degree. Nonvocational teachers were more likely to have majored in academic subjects, whereas vocational teachers were more likely to have majored in vocational education or occupationally specific areas. The average class size for vocational teachers was substantially smaller than that for nonvocational teachers. Few vocational teachers (9 percent) taught any nonvocational subjects. A higher percentage of vocational teachers reported a high degree of control over their own classroom environment. Vocational teachers were more likely to report plans to remain in teaching until they were eligible to retire. Agriculture teachers were more likely than other vocational teachers to report planning to leave teaching as soon as something better came along. (The report contains nine tables and nine figures. Appendixes include methodology and technical notes and standard errors for figures and tables.) (YLB)

ED 341 875   CE 060 532

Rose, Amy D.
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 43p.; For a related document, see CE 060 533.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Historical Materials (060)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Educational History; *Educational Legislation; Federal Legislation; *Federal State Relationship; *Government Role; Literacy Education; Professional Associations; *State Federal Aid; States Powers
IDENTIFIERS- *Adult Education Act 1966

An examination of the effects of the Adult Education Act (AEA) 25 years after its passage reveals the growth of the adult basic education (ABE) enterprise in the United States. The AEA provides funding to states to develop and maintain adult basic education programming. Because ABE was recognized as a means of improving the economic status of the poor and unemployed, the Adult Basic Education program was passed as part of the

NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Androgyny; *Employed Women; *Females; *Sex Bias; Sex Role; *Sex Stereotypes; Trend Analysis

Statistics indicate that women are steadily moving into formerly male-dominated professional and managerial jobs. Overall, women are making progress into professional jobs for which education is a major prerequisite. Traditionally, sex roles in society have been socially constructed. According to the perceived stereotypical response, males and females develop appropriate traits that are different and therefore the behaviors and tasks performed by both are basically separate. This perceived condition is the result of a deeply entrenched pervasive culture that keeps women defined not by their intellectual capabilities but rather by their childbearing abilities and by their status as companions for men. One method of researching the actual and perceived differences between men and women has been achieved by researching androgyny. It is presumed that androgynous people have in their repertoire a broader array of effective behavioral options to use across situations than people using traditional sex role behaviors. Androgyny has not worked in the business setting due to society's stereotypical responses to women who become too aggressive and men who become too sensitive. One solution to correct the problems caused by gender inequalities in the workplace may be to accept the concept of comparable worth, which holds that pay should be the same for jobs that require comparable skills, efforts, and responsibilities. Studying other methods to eliminate the "glass ceiling" in organizations is another possible solution. Another solution is to find new methods to communicate in order to eliminate traditional stereotypical roles. Equal roles for men and women are forthcoming, but only after years of hard work and education. (ABL)

ED 341 897 CG 023 992

Becnel, Shirley
Evaluating the Effectiveness of the Direct Services Provided to Students through the Drug Free Schools Project-Jefferson Parish Public School System.
PUB DATE- 30 Oct 91
NOTE- 41p.; Paper presented at the Annual Meeting of the American Evaluation Association (Chicago, IL, October 30-November 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Education; Elementary School Students; Elementary Secondary Education; *Prevention; Program Effectiveness; Program Evaluation; *School Counseling; Secondary School Students; Substance Abuse
IDENTIFIERS- *Drug Free Schools and Communities Act 1986; Jefferson Parish Public Schools LA

The Drug Free Schools and Communities Act program for the Jefferson Parish Public School System (JPPSS) in Louisiana is designed to provide a comprehensive and developmental substance abuse prevention education program coupled with an early intervention program. The JPPSS program exists in each of the 84 public schools and a portion of the district's non-public schools. Direct services are offered to public school students more frequently than nonbattered women. Second, compared to nonbattered women, battered women would have been diagnosed more often with psychological and psychosomatic problems. Incidence and prevalence of spouse-abuse victimization was investigated among 374 consecutive female outpatients seeking routine health care in a large community-based family practice residency training clinic. Women were aged 18 to 75, had a history of a committed relationship of at least 6 months duration, willingness to participate, free of dementia, and able to speak English. The Conflict Tactics Scales was used to assess abusive and violent behavior experienced either within the past 12 months or at any time in the context of an intimate relationship. Twenty-five percent reported victimization in the past year, and 39 percent in their lifetime. Rate of inquiry about actual violence was entremely low--a total of six physicians. Compared to nonbattered women, battered women had more psychological and psychosomatic diagnoses, but did not make more doctor visits. (LLL)

ED 341 916 CG 024 013

Juhasz, Anne McCreary; Walker, Aldona M.
The Impact of Study Abroad on University Students' Perceptions of Self.
PUB DATE- 87
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; Program Effectiveness; *Self Efficacy; *Self Esteem; *Student Attitudes; *Study Abroad

Study abroad is an attractive alternative for university students, but with increasing costs and decreasing dollar values administrators must take a closer look at program outcomes as they relate to institutional values and goals. The project reported here focuses on self-development, specifically the effect of study abroad on student self-esteem and self-efficacy relative to program goals. Measures developed to investigate this question were used by students (N=70) to reflect pre- and post-study experience to determine if their feelings of worth and confidence in their competence were influenced by time abroad. Students were enrolled in an American liberal arts program in Italy, for either a full year or a single semester. The major findings indicated that at completion of the time abroad students had changed considerably in their perceptions of their ability to perform specific behaviors. This was interpreted as a positive outcome reflecting increased self-understanding, objectivity, and a more realistic evaluation of one's own capabilities and behaviors. Friends assumed the greatest significance for a majority of students. Those who remained in Italy for a full academic year were able to realize to a greater extent the goals of the program than were those who returned to America after a single semester. For program planners and administrators, examination of each scale item reveals competencies which need to be further strengthened and values which could be further reinforced within a foreign cultural setting. The survey instrument is attached. (LLL)

ED 341 917 CG 024 014

Guidance. Advisory List of Instructional Media.

IDENTIFIERS- Military Deployment
This booklet grew from an idea that the children of Marines might appreciate some special discussion of their family's separation during deployment. Information is provided for parents to help them express their feelings with their children about the deployment. Outlines of activities to do before leaving are included. Suggestions are given for specific things that can be done before deployment, such as encouraging the child to write. Age-appropriate lists are provided for chores that can be done by children to help at home. Cut-outs of uniforms depicting various military duties are included for the child to color and cut out. A list is provided to help the child think of things to help cheer up the parent at home. A large section on special days and holidays contains many pictures to color, as well as games and activities. For example, the Christmas section contains a recipe for Christmas ornament clay, and directions for making a gingerbread house. Calendars are provided for keeping track of the days until the parent returns, and ideas are included for things to do to share with the parent, such as writing a play to practice and perform for the parent's return based on what has happened during the time he or she was gone. (LLL)

ED 341 936 CG 024 033

Hahn, Andrew; And Others
Future Options Education. "Not Another Handbook" Handbook on How To Help Young People in the Middle-Grades Aspire and Achieve.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Nov 90
NOTE- 139p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Planning; College Choice; *Counseling Techniques; Intermediate Grades; Junior High Schools; *School Counseling; *School Guidance
IDENTIFIERS- Middle School Students
This guide presents a new focus, called future options education, for career and college planning for students in the middle grades. Chapter 1 introduces the concept of future options education, describing it as a sustained, comprehensive, age- and stage-appropriate mix of guidance and counseling, with an enhanced curriculum and supplemental programs and activities that provide young adolescents with the knowledge and experiences they need to forge a robust sense of personal resourcefulness. Chapter 2 describes a variety of activities that enable young adolescents and their parents to develop a consciousness about the many positive options available to students after high school. Chapter 3 examines common strategies that assure each student a relationship with a caring adult, and that coordinate the actions and activities of other adults and institutions. Chapter 4 discusses the importance of assessment. Chapter 5 considers the development of a future options plan by discussing what the plan is, why it is needed, when it is developed, how it is developed, and how to get started. Chapter 6 presents information about three middle schools currently practicing future options education. Chapter 7 lists recommendations for organizing a future options education initiative. Chapter 8 looks at changes that have occurred in the economy and society, and suggests that schools failing to move with these trends are schools that fail. Chapter 9 offers a checklist approach for evaluating future

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Critical Thinking; *Educational Attitudes; Elementary Secondary Education; Higher Education; Problem Solving; Teacher Role; *Thinking Skills
IDENTIFIERS- Educational Issues; *Reflective Inquiry; Reflective Thinking

Based upon the idea that the only hope for substantial curricular reform and for adoption of reflective inquiry in American schools is for teachers to redefine the basic pedagogical concepts that they have inherited, this book discusses how to teach students to reflect upon what they learn in school. The three major sections of the book discuss: (1) reasons why educators still do not teach reflective inquiry; (2) a theory of reflective inquiry; and (3) teachers and students identifying and internalizing problems. Topics in the first section concern barriers to reflective inquiry, philosophical assumptions that prevent reflective thought, teaching as transmission, philosophical absolutes, a semantic analysis, eclecticism, and cultural forces. Topics in the second section concern John Dewey's conception of reflective thinking, what one must know before the process of inquiry begins, thought and emotion, knowledge as a function of a theory of reality, the subjective/objective dualism, knowledge as pluralistic, values as inseparable from knowledge, transmission as the result of a philosophical position, discussion as the heart of inquiry, and what reflective discussion is. Finally, the third section discusses problem-solving and reflective inquiry, a model of reflective teaching in action, and implications of applied critical inquiry for schools. An appendix presenting a brief synopsis of Bloom's taxonomy and a 108-item bibliography are attached. (RS)

ED 341 955   CS 010 830

Mills, Heidi; And Others
Looking Closely: Exploring the Role of Phonics in One Whole Language Classroom.
PUB DATE- 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Research; High Risk Students; *Phoneme Grapheme Correspondence; *Phonics; Primary Education; *Teacher Role; *Whole Language Approach
IDENTIFIERS- Emergent Literacy

Addressing the issues of how phonics is handled in whole language classrooms and the role that phonics plays in reading and learning to read, the content of this book is rooted in the language stories and literacy lessons of teachers' observations of at-risk children learning to read. The book begins with an introduction to one whole language teacher's classroom and to his philosophy. The second chapter describes a typical classroom day so that readers can have a sense of how children learn about letter-sound relationships across the day. The third chapter looks at the growth of three children over the course of a year. The fourth chapter makes explicit the role of the teacher, so that teaching and learning about grapheme-

and 12 attending public and private schools. The measurement of achievement included in this study is students' average reading performance on a scale of 0 to 500 that allows for direct comparison across the grades and among subgroups of the population assessed. This scale differs from the National Assessment of Educational Progress (NAEP) reading scale data and are not comparable to the 1988 and 1990 reading results. Major findings of the assessment were: (1) the amount of reading that students do in and out of school was positively related to their reading achievement, yet students report relatively little reading in or out of school; (2) students who reported home environments that fostered reading had higher reading achievement; (3) despite extensive research suggesting that effective reading instruction includes moving from an emphasis on workbooks to combining reading and writing activities, schools were slow to make the transition; (4) students demonstrated difficulty in providing details and arguments to support interpretations of what they read; and (5) frequency of library use in 1990 appeared to decrease as grade level increased. (Twenty-one tables, two figures of data, and a "procedural appendix" are included. A separate data summary of the 1990 assessment, prepared by Eugene Owen, is appended.

ED 341 977 CS 213 000

Massey, Tom
William Bennett and the "Good War" against Drugs: Doublespeak and the Bush Administration's Hidden Agenda.
PUB DATE- Mar 91
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Civil Liberties; Conservatism; *Drug Legislation; Language Role; *Persuasive Discourse; Political Attitudes; Political Issues; Secondary Education; Social Problems
IDENTIFIERS- *Bennett (William J); Bush (George); *Doublespeak; Rhetorical Strategies; War on Drugs

This paper contends that former Secretary of Education William Bennett's "war on drugs" (he now directs the government's campaign against drugs) is not being waged against those who sell and use drugs, but against the civil liberties of everyone. The paper maintains that under the guise of ridding society of what President Bush called "the greatest threat facing the nation," increased police powers have consistently attacked constitutional guarantees against illegal search and seizure, self-incrimination, guilt by association, false arrest, cruel and unusual punishment, and due process. The paper examines Bennett's version of doublespeak to show that: (1) the call-to-arms is not really addressing the entire nation but is aimed at conservative law-and-order white voters; and (2) the "enemies" are not just the drug dealers but also users, parents and friends of users, landlords of users, and organizations such as the American Civil Liberties Union (ACLU) that defend users. The paper also maintains that the war fosters racism and diverts voters from the economic problems facing the nation. The paper concludes that the "Good War" goes on, disguised by Orwellian doublespeak that conceals the real targets--the underclass and the civil liberties of all Americans. Finally, the paper warns that keeping aware of the approach, focus upon internal processes. The writing classroom should be reconceived as a scene of cultural engagement. Students can be taught to inquire in the Aristotelean mode about how a world of powerful discourses operates to shape them. Like Plato, students can come to realize that such questions do not come easily in a democracy and they can learn to be critical. Such critical engagement can only make sense if the presumption of psychology and the tyranny of process are abandoned. (Twenty-one references are attached.) (SG)

ED 341 997   CS 213 176

Journalism Career and Scholarship Guide, 1992. 31st Edition.
PUB DATE- 92
NOTE- 149p.; Endorsed by the Association for Education in Journalism and Mass Communication and the Association of Schools of Journalism and Mass Communication.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Information Systems; Career Planning; *College Choice; Higher Education; High Schools; *Journalism; *Journalism Education; *Occupational Information; *Scholarships; Student Needs
IDENTIFIERS- Student Questions

The information in this guide answers high school and college students' frequently asked questions about careers in journalism. The first section of the guide discusses journalism career opportunities and is based on results from the 27th annual survey of the nation's college journalism graduates, reporting where they found their first jobs and how much money they earn. The second section presents a comprehensive listing of universities that offer majors in news-editorial journalism. The third (and largest) section of the guide lists more than $7.8 million in journalism scholarships awarded by schools, journalism organizations, and the media. A 24-item bibliography is attached. (RS)

ED 341 998   CS 213 177

Yancey, Kathleen Blake, Ed.
Portfolios in the Writing Classroom: An Introduction.
PUB DATE- 92
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Intermediate Grades; Middle Schools; *Portfolios (Background Materials); Secondary Education; *Student Evaluation; *Writing Instruction; Writing Teachers
IDENTIFIERS- Alternative Assessment

This collection of 10 essays argues that portfolios in the writing classroom are worth exploring and that such exploration opens up new opportunities: new ways to learn to write, to think about teaching writing, to understand students, teachers, and curricula, and to describe and report on what is found. The collection makes this argument by sharing the stories of teachers in various situations: teachers alone, teachers as

39 references are attached.) (Author/SG)

ED 342 017 CS 213 201

Greenleaf, Cynthia
Technological Indeterminacy: The Role of Classroom Writing Practices in Shaping Computer Use. Technical Report No. 57.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; *Computer Assisted Instruction; *English Instruction; High Schools; *Remedial Programs; *Teacher Role; Writing Assignments; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- California (San Francisco Bay Area)

A study examined the integration of computers into the writing practices of a ninth-grade remedial English class in an urban high school in the San Francisco area. Computers and word processors were introduced midway into the school year. The class was observed and recorded daily through the academic year, and all written work collected. Six students were selected for in-depth focus as they carried out writing tasks. Analysis focused on how classroom writing practices were structured and carried out and how students participated in writing tasks before and after the computers arrived. Although many changes accompanied the use of computers, the study concluded that the teacher's structuring of writing instruction had the greatest impact on both student writing and the ways computers entered into that writing. Findings suggest that computers do not function as independent variables in classrooms, but rather as part of a complex network of social and pedagogical interactions. (Six tables of data and five figures are included; 58 references are attached.) (SG)

ED 342 018 CS 213 202

Loofbourrow, Peggy Trump
Composition in the Context of the CAP: A Case Study of the Interplay between Assessment and School Life. Technical Report No. 58.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Educational Research; *Evaluation Methods; Grade 8; Junior High Schools; Standardized Tests; *Student Evaluation; Test Coaching; Testing Problems; *Testing Programs; *Theory Practice Relationship
IDENTIFIERS- California (San Francisco); *California Assessment Program; Teaching to the Test

A study was designed to evaluate the interplay between the California Assessment Program (CAP), the broadest assessment California's students undergo, and one junior high school. The study was conducted at a racially and socioeconomically heterogenous school in the San Francisco Bay area. Observations were made on the school, department, and classroom level. Data included: written descriptions of the physical environment;

(150)
DESCRIPTORS- *Cultural Influences; *Females; *Feminism; Higher Education; *Self Actualization; *Sex Differences; Speech Communication; Teaching Methods
IDENTIFIERS- *Communication Behavior; *Communication Styles; Feminist Criticism; Feminist Scholarship; Male Female Relationship

How do people know what gender they are? An action or physical characteristic becomes meaningful only when interpreted through its cultural framework. The difference between male and female communication styles has recently engaged national attention, and the frameworks that men and women use to understand the world have been observed by scholars. These behavior, in turn, may be understood as performances of the different frameworks used. During undergraduate and graduate study, a teacher (who had always sought to flee gender limitations) used male-linked communication characteristics to insure her success. She entered the field of speech communication and media criticism, a discipline that valued the masculine. Through a university debate she organized, she began to doubt the effectiveness of male "report" talk. The debate opened the door to the discovery of different options for communication. The teacher came to assume her own validity and to make decisions that were neither reactions against nor concessions to power. Now, in her public speaking courses at a community college, she focuses on the interdependence of speaker and audience. She has operationalized the feminine and come to believe that gender identity is negotiable and is determined within a changing social context. (Nineteen references are attached.) (SG)

ED 342 039 CS 507 733

Scott, David K.; Gobetz, Robert H.
Hard News/Soft News Content of the National Broadcast Networks.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; Content Analysis; Mass Media Use; *News Media; News Reporting; *Programing (Broadcast); Television Research
IDENTIFIERS- Media Coverage; Research Suggestions; *Television Networks; *Television News

A study investigated whether the amount of "soft news" coverage for the three major American broadcast television networks increased during the period from 1972 to 1987. A total of 558 broadcasts were analyzed. Each news story was coded and placed into one of four categories concerning its timeliness and whether it was "hard" or "soft" news. Results indicated that while soft news was a small portion of the total newscast, there was a rising trend in the use of soft news by all three networks on average. Results also indicated that each network showed considerable variability in time devoted to soft news. Future research should be directed to audience behavior and uses and gratifications theory, and the comparison of national data with that of local affiliates. (Twenty-one notes, 2 figures, and 2 tables of data are included.) (RS)

ED 342 040 CS 507 734

Gibson, J. S.

researchers have with them. It introduces distinctions and rules and procedures for unraveling variables, examining relationships between them, and analyzing hypotheses. The manual contains five chapters. Chapter 1 explains that the hypothesis, in its elementary form, consists of two variables and a specification of the relationship that one expects to hold between them. Chapter 2 introduces the essence of variables using three general terms--objects, properties of objects, and values of a property--and the two modes of variation--kind and degree. Chapter 3 ventures into the subject of relationships between variables. Chapter 4 delves into the "anatomy of the hypothesis" and discusses the unit of analysis, the null hypothesis, and how to locate and dissect hypotheses in published studies. Finally, the last chapter concerns the two major classes of "diseases" that prevent hypotheses from growing into proper form: those that afflict variables and those that attack specifications of relationships. (MLF)

ED 342 057   EA 023 515

Amundson, Kristen J.; Richardson, Craig
Straight A's: Accountability, Assessment, Achievement. A Handbook for School Board Members. NSBA Leadership Reports, 1991-1.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Accountability; *Boards of Education; Educational Equity (Finance); Educational Improvement; Elementary Secondary Education; *National Competency Tests; Resource Allocation; *Scores; State School District Relationship; *Student Evaluation
IDENTIFIERS- *Indicators

Aimed at school board members, this publication discusses the critical importance of developing an accountability system for a school district. The first chapter advises board members to balance their spending and resource allocations between equity and effectiveness. The option of greater regulatory flexibility mandates greater board responsibility for designing workable accountability systems geared toward school improvement. Boards should realize the uniqueness of each school district, the importance of setting clear goals and obtaining accurate information, and the close relationship between accountability and educational success. The second chapter introduces and defines accountability basics, such as indicators, assessment, and accountability system elements. The third chapter discusses 1980s attempts to provide indicators of educational progress, from developing "Wall Chart" statistics for each state to proposals for a national testing program. The Council of Chief State School Officers is developing a comprehensive set of indicators comprising school and postschool outcomes, school context, and school policies and practices. Chapter 4 presents sample state accountability systems, highlighting California's School Report Card, Connecticut's Common Core of Learning assessments, and South Carolina's School Incentive Rewards Program. Chapter 5 outlines some local school board accountability efforts in South Carolina, Connecticut, Kentucky, Arizona, and Tennessee. Chapter 6 outlines a process for creating a local accountability system. (9 references) (MLH) testing and accountability, teacher policies, and changes in educational governance. The next chapter offers an overview of the trends in local school districts, including local developments in curriculum, testing, teacher quality, current district priorities and concerns, and variations in local response to state reform. The fourth chapter examines school finance in the 1980s, and the concluding chapter presents challenges for future reform. (72 references) (RR)

ED 342 078 EA 023 660

Harvey, Elizabeth
Reaching New Heights: A Guide to the Implementation of School-Based Decision Making under the Kentucky Education Reform Act.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; *Boards of Education; Elementary Secondary Education; Public Schools; *School Based Management; School Organization; *School Restructuring; State Legislation
IDENTIFIERS- *Kentucky

The Kentucky Education Reform Act (KERA) was passed in 1990 as a result of a Kentucky Supreme Court order to establish an efficient and equitable system of public education. This report is a guide to the implementation of school-based decision making, which is the most immediate of the reform initiatives being implemented. A review of the role of the board of education is followed by an overview of the school council. The statute that established school-based decision-making and frames the organization and operation of the school council is detailed. It addresses three main topics: (1) the formation of the school council; (2) the functions of the school council; and (3) the policy making responsibility of the school board of education. The next section summarizes the law in 11 areas important to the implementation of school-based decision-making. It offers a practical and legally sound interpretation of the law that gives guidance in resolving "who does what" when the law does not clearly delineate. These areas include curriculum, assignment of instructional and noninstructional staff time, determination of the school schedule, instructional practices, and discipline. Answers to commonly asked questions conclude the document. Two appendixes contain: (1) an education coalition statement on school-based decision-making; and (2) the full text of cited statutes. (RR)

ED 342 079 EA 023 661

Wilson, Jane H.; Keedy, John L.
Emerging Patterns of School-Level and Classroom-Level Changes in Restructuring Schools.
PUB DATE- Nov 91
NOTE- 40p.; Paper presented at the Annual Meeting of the National Conference on School Restructuring (2nd, Atlanta, GA, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

conducted in-service training programs); college-ready high school graduates (e.g., establish and maintain college admission standards that include a core of required academic high school courses); fiscal adequacy and accountability assurance (e.g., provide incentive dollars in excess of funding in the basic formula for local school systems fulfilling performance standards); school-based decision making (e.g., focus state and local education policies on outcomes other than on procedures); and curriculum refinement (e.g., "look behind" the label of every course taught in the schools to assure current and future relevancy). The report outlines the agenda for state policy makers and is a strategic plan that is in various stages of planning, pilot testing, and implementation. (LMI)

ED 342 099 EA 023 702

Learning Styles: Putting Research and Common Sense into Practice.
PUB DATE- 91
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Style; Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Learning Strategies; *Student Evaluation

The instructional techniques currently in use in many classrooms across the country were developed to teach children the "basics" and to instill good working habits adaptable to the industrial age. Although the term "learning style" first appeared in research literature in the 1950s, it did not burst upon the education scene significantly until the 1970s. Recently, educators and researchers have combined their increasing interest in the nature and uses of intelligence with scientific knowledge about how the brain works. In addition, there have been numerous cumulative studies on the effects of cultural, social, and physical contexts on learning. The result is a much wider base for understanding how children learn. This booklet discusses the movement from a focus on physical, observable behavior (external) to cognitive/affective factors (internal). The document discusses several theories about learning styles, all of which focus on the student's individual characteristics and ways in which they process information. Common problems in assessing the learning styles of students are addressed, as well as the most common assessment programs (Reading Style Inventory, NASSP Learning Style Profile, and the 4MAT System). The last chapter answers questions educators may have about how to incorporate learning styles into their classrooms and discusses the best climate for style-based learning. (43 references) (LAP)

ED 342 100 EA 023 704

Shaeffer, Sheldon
A Framework for Collaborating for Educational Change. Increasing and Improving the Quality of Basic Education IIEP Research and Studies Programme Monograph No. 3.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

when the faculty listens to a motivating speaker, attends a show and tell workshop, and chats with co-workers over coffee and danish. Staff development that promotes true school improvement demands thoughtful, long-term planning; commitment to specific goals; and the same tender nurturing from administration that is required in guiding a child through adolescence. To do this, administrators need the ability to: conduct system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel. (22 references) (Author)

ED 342 121 EA 023 742

Prager, Karen
Bibliography on School Restructuring, 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; Educational Environment; Educational Policy; Elementary Secondary Education; *Governance; Grouping (Instructional Purposes); Parent Participation; *Professional Development; School Based Management; School Business Relationship; *School Community Relationship; *School Restructuring; Social Services; Student Evaluation; *Student Experience; *Teaching (Occupation)
IDENTIFIERS- *Partnerships in Education; School Culture

This bibliography provides a recommended list of research and theoretical literature in school restructuring of interest to practitioners, policymakers, and researchers. The first section contains general references, including 66 articles and books on school reform proposals, how schools work, and the change process. The second section, addressing student experience, lists 60 references related to curricular and instructional reform, student grouping methods, student engagement, and alternative assessment methods. The third section, which deals with the professional life of teachers, contains 23 articles and books that analyze teachers' work life and offer proposals for enhancing the teaching profession. The fourth section contains 44 references on school governance divided among policy issues and new accountability structures; school-site management; leadership; and school climate and culture. The final section, treating school-community collaboration, has 26 articles and books on policy issues, coordination of children's social services, business-school partnerships, and parent involvement. An author index is included. (MLH)

ED 342 122 EA 023 743

Newmann, Fred M.
Beyond Common Sense in Educational Restructuring: The Issues of Content and Linkage.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 24 Dec 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change;

Smithdas, United States); "My Personal Experience and Conditions for the Deaf-Blind in Colombia" (Yolanda de Rodriguez); "The Helen Keller Institute for the Deaf and the Deaf-Blind, Bombay" (Beroz N. Vacha). Additional reports summarize the situation for deaf-blind persons in Brazil, Canada, the Federal Republic of Germany, France, Italy, the Netherlands, Norway, and the Soviet Union. (DB)

ED 342 141 EC 300 885

Klumb, Kelly
Generic Considerations in Adjusting Curriculum and Instruction for At Risk Students.
PUB DATE- Mar 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Curriculum Development; *Disabilities; Educational Methods; *Educational Principles; Elementary Secondary Education; *High Risk Students; *Individualized Instruction; *Instructional Development; Models; Special Needs Students; *Teaching Methods

This document presents 28 accepted principles for modifying instruction to better meet needs of handicapped and at risk students. The principles include, among others: get to know the individual student in an informal manner; examine the patterns of children's errors; sequence skills to reduce error rates; vary response, testing, and grading options; include study skills in the curriculum; use structured presentation tactics; supplement classroom management plans with specific prevention-oriented techniques; go beyond standardized tests; relate written symbolism to what children already know; ensure overlearning of basic skills; and utilize parents as an instructional resource. Eight models for adapting and modifying curricula are also presented. Main model characteristics and originators are: a five-step process (John Hoover); a 3x3 table to organize adaptation (S. B. Cohen); interactive units (John Cawley); focus on three basic topics (R. A. Lambie); provision of an underlying organizational framework (C. O. Cheney); TTMME (Task, Time, Method, Material, Evaluation) by J. Scourfield, secondary school considerations (Colleen Blankenship); and modification of materials for mainstreamed students (J. Burnette). A checklist to help teachers prioritize the instructional principles is appended. Includes 57 references. (DB)

ED 342 142 EC 300 901

The Right to Fair and Equal Treatment: A Straightforward Guide to Human Rights and the Canadian Human Rights Act.
PUB DATE- 91
NOTE- 41p.; Foreword by Steven Lewis.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; *Civil Rights; *Civil Rights

overview of Phases I and II, a description of Phase I research methods and results, a model for a school-based approach to technology integration, and a description of the Phase II technical method. Sixteen study findings are organized into the categories of teacher knowledge and practice, technology resources, teacher development, collaboration and communication, and school-based facilitation. The technology integration model includes the following key elements: a technology integration facilitator, a technology support team, a trainer, teacher dyads, a module-based teacher development program, and school-based facilitation workshops. (Includes approximately 90 references.) (JDD)

ED 342 160 EC 300 919

Zorfass, Judith; And Others
Evaluation of the Integration of Technology for Instructing Handicapped Children (Middle School Level). Final Report of Phase II.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 31 Oct 91
NOTE- 175p.; For Phase I Final Report, see EC 300 918.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; Demonstration Programs; Federal Programs; *Inquiry; Integrated Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Mainstreaming; Middle Schools; *Mild Disabilities; Models; Program Development; Teaching Methods; Teamwork; *Technology

This report describes the development and field test of "Make It Happen!," a school-based approach to integrating technology into the middle school curriculum. This activity, conducted between October 1989 and May 1991, constituted Phase II of a 5-year study of technology integration for mildly handicapped students in four middle schools in Massachusetts. "Make It Happen!" supports teams of content area and special education teachers in designing and implementing an interdisciplinary, inquiry-based curriculum unit that integrates technology in multiple ways. Seven principles form the backbone of the approach; they affirm that it: (1) guides schools in producing curriculum that responds to the dramatic developmental changes in adolescence; (2) engages teachers themselves in an inquiry process; (3) reflects the assumption that inquiry-based learning benefits all students, including those with special needs; (4) promotes change concurrently at the organizational, curriculum, and instructional levels; (5) involves all sectors of the school community in developing the curriculum; (6) makes ongoing communication and collaboration a priority; and (7) identifies specific tasks required during each phase and provides guidance over an extended period of time. Key organizational components of the approach include overall leadership by the principal; ongoing guidance by a strong facilitator; decision making by a site-based management team; and curriculum design, implementation, and evaluation by an interdisciplinary team of teachers. The instructional core of the unit is a model of inquiry learning called the I-Search in which students pose questions, gather and integrate information from varied sources, and write both about their inquiry process and what they have learned. Appendices contain questionnaires used in administering the program and a list of activities

Elementary Secondary Education; *Information Networks; *Information Technology; Interactive Video; Postsecondary Education; Program Descriptions; Rehabilitation; Rural Areas; Teamwork; *Telecommunications

IDENTIFIERS- Maine Consumer Information and Tech Training Exch

This paper provides basic information about telecommunication technologies that can be used to deliver training, education, public awareness activities, and other assistive-technology related services to individuals with disabilities in distant locations. The review of current and viable telecommunication technologies is accompanied by examples of effective partnerships and networking that can be replicated or adapted by service providers and consumers. In some cases, the telecommunication technology is the technology-related assistance itself; in other situations, telecommunications is the vehicle carrying the information and training needed to enhance the delivery of technology-related assistance to individuals with disabilities, their families, and service providers. Technologies discussed include cable television, satellite television, teleconferencing, interactive television, fiber optics, microwave and instructional television fixed service (ITFS), computer-based applications, and combinations of these media. The paper also discusses the planning process for using distance learning technologies, the cost of telecommunication technology, and sources of cooperation. A case study is offered of the Maine Consumer Information and Technology Training Exchange, a project funded under the Technology-Related Assistance for Individuals with Disabilities Act of 1988. The project uses interactive television to provide training and public awareness on assistive technology to persons with disabilities and service providers. A glossary and a list of 11 references conclude the paper. (JDD)

ED 342 181 EC 300 940

Morris, Michael W.; Golinker, Lewis A.

Assistive Technology: A Funding Workbook. Part I, A Road Map to Funding Sources. Part II, An Outline of Federal Laws and Rules. 1991 Edition. RESNA Technical Assistance Project.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 91

NOTE- 337p.; Some reprints will not reproduce adequately due to broken print, but are available elsewhere.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)

DESCRIPTORS- *Assistive Devices (for Disabled); *Disabilities; Early Intervention; Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal Regulation; *Financial Support; Preschool Education; *Special Education; State Aid; State Federal Aid; Supported Employment; Technology; *Vocational Rehabilitation

IDENTIFIERS- Medicaid

This compilation on assistive technology devices and services aims to improve understanding of funding streams and creative ways to eliminate funding barriers in Medicaid, special education, and vocational rehabilitation. The first part comprises a workbook titled "A Road Map to Funding Sources." It assists in creating a systematic approach to identifying public and private funding streams for assistive technology in a

DESCRIPTORS- Communication Skills; *Delivery Systems; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; Interdisciplinary Approach; *Intervention; *Language Acquisition; *Language Handicaps; Learning Processes; Models; Needs Assessment; *Student Evaluation; Teaching Methods; Teamwork
IDENTIFIERS- Ohio

This guide is the result of an Ohio task force which reviewed issues related to the identification, evaluation, and provision of appropriate educational services to children with language impairments. Two question and answer pages direct readers to the relevant sections of this guide. The first section, on the nature of language, looks at the scope of language; communication, modality, and language; interaction of language components; language form; use of language; and language in the classroom. Next, language in learning is considered, including language development, language differences and disorders, and language-based classroom problems. Teacher accommodations are considered in the third section. The fourth section provides guidelines for Intervention Assistance Teams including team utilization and 12 specific team activities (e.g., reviewing accommodations attempted, determining need for additional assessments, and designing an intervention plan). Multifactored evaluation activities are presented in the fifth section, with five steps in the language evaluation process delineated (from appointing the multidisciplinary team for the evaluation to developing an Individualized Education Program). The final section describes six models of speech/language service delivery (i.e., inservice, Intervention Assistance Team (IAT), collaboration, pullout intervention, classroom-based intervention, and community-based intervention). (DB)

ED 342 199 EC 300 958

Hegarty, Seamus
The Education of Children and Young People with Disabilities: Principles and Practice.
PUB DATE- Jan 90
NOTE- 31p.; A special study for the World Conference on Education for All (Thailand, March 5-9, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Administration; Change Strategies; Civil Rights; Community Programs; Cost Effectiveness; Delivery Systems; *Developing Nations; *Disabilities; Early Childhood Education; *Educational Methods; *Educational Needs; Education Work Relationship; Elementary Secondary Education; Enrollment; Intervention; Legislation; Mainstreaming; Needs Assessment; *Rehabilitation; Research and Development; Special Education; Training Methods

This report examines the educational needs of and services provided to children with disabilities in developing nations and identifies key strategies for developing educational provisions for this population. It stresses that integrated education and community-based rehabilitation are two approaches which can provide cost-effective and meaningful education and training for disabled persons. The need is established in tables providing data on number of special educational enrollments in 13 African countries and number of pupils enrolled in special education as a percentage of school-age population. Three basic principles or rights are stated: the

Carrascolendas: Teacher's Guide. 600 Series.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 65p.; For description of individual programs, see FL 019 559; for other guides in this series, see FL 019 556-557. For evaluation of the series, see ED 054 612, ED 078 679, ED 090 698, and ED 092 089.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Curriculum Design; *Educational Objectives; *Educational Television; English (Second Language); Intermediate Grades; Primary Education; *Program Descriptions; *Spanish Speaking
IDENTIFIERS- *Carrascolendas (Television Series)

This document, the first of two teacher's guides to the "Carrascolendas 600 Series," presents general information about the objectives of a bilingual (Spanish/English) television program geared toward encouraging affective learning in 6- to 9-year-olds (i.e., the focus is not on teaching language skills, but on children's feelings, interests, needs, attitudes, and values). In the introduction, the content of the series is reviewed, and the program's approach is discussed. A detailed description of the program's characters is also provided. The guide's main body contains three sections. Section 1 (Concepts, Culture, and Comedy) describes the curriculum concepts covered in the programs. Section 2 (Dealings with Feelings) covers in detail the series' way of addressing three concerns: concern about self-image, concern about "connectedness," and concern about control over one's life. Section 3 discusses "see-and-do behavior" where examples of desirable behavior are illustrated by segments from the series. (SR)

ED 342 219 FL 019 559

Carrascolendas: Teacher's Guide II. 600 Series. (Description of Individual Programs).
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 141p.; For companion guide, see FL 019 558; for other guides in this series, see FL 019 556-557. For evaluations of the series, see ED 054 612, ED 078 679, ED 090 968, and ED 092 089.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingualism; Curriculum Design; *Educational Objectives; *Educational Television; English (Second Language); Intermediate Grades; Primary Education; *Program Descriptions; *Spanish Speaking
IDENTIFIERS- *Carrascolendas (Television Series)

This document, the second of two teacher's guides to the "Carrascolendas 600 II Series" presents a detailed analysis of each of the 52 individual programs of a bilingual (Spanish/English) television program which is geared toward encouraging affective learning--that is, learning focussed on children's feelings, interests, needs, concerns, attitudes, aspirations and values--in 6- to 9-year olds. The guide includes an introduction giving a description of the series' objectives and a statement of the major theme or themes around which each program segment is constructed. Respect for self, Language Teaching Texts" (R. Ryhanen); "Equality Between the Sexes in Language Textbooks" (T. Pitkanen-Koli); "How Do We Teach Reading Scientific Texts?" (A. Mauranen); "Integration of Language Skills in Language Center Materials in Swedish" (T. Nikko); "Foreign Words in Finnish Mouths" (H. Dufva, P. Hurme, M. O'Dell, I. Raimo); "The Sound of Silent Textbooks" (I. Morris-Wilson--English langauge); "Finnish as Foreign Language: Preparing Material for Courses" (E. Hamalainen); "Merely a Change or a Turning Point? Reforms in the Instruction of Estonian in Estonia" (P. Nemvalts); "Instructional Texts and Instructional Discussion" (M. Leiwo, M.-R. Poyhonen); and "Do Pupils Comprehend Their Textbooks?" (P.-L. Vatanen). (LB)

ED 342 241 FL 020 100

Kohonen, Viljo
Syllabuses, Materials and Techniques in Experiential Foreign Language Learning.
PUB DATE- 87
NOTE- 28p.; In: Language and Learning Materials. AFinLA Yearbook 1987; see FL 020 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Design; *Experiential Learning; Foreign Countries; *Instructional Materials; *Second Language Instruction; *Second Language Learning; *Teaching Methods

This paper discusses the notion of experiential learning, described as an effort to foster the development of the learner as both a person and a language user. Definitions and discussions of implementation strategies for experiential language learning are provided, followed by an examination of ways in which the linguistic content of a course can be specified. Techniques and human relations aspects of experiential learning are also discussed. It is suggested that experiential learning entails a shift of attention to personal relationships and experiences, and that the way a teacher works with the material is more important than the material itself. Contains 60 references. (LB)

ED 342 242 FL 020 101

Morris-Wilson, Ian
The Sound of Silent Textbooks.
PUB DATE- 87
NOTE- 17p.; In: Language and Learning Materials. AFinLA Yearbook 1987; see FL 020 099.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Finnish; Foreign Countries; Higher Education; Instructional Materials; *Pronunciation Instruction; *Second Language Learning; *Textbook Content; *Textbook Preparation; Uncommonly Taught Languages

The extent to which Finnish textbooks pay sufficient attention to pronunciation in English language courses is discussed, including decisions on the choice of accent (e.g., British or American English). Other issues include the choice of phonetic symbols, keys to the symbols, segmental sounds that reveal personality, weak forms, and elision and assimilation. It is concluded that the problems facing textbook writers attempting to present sound on the silent written page are enormous and items, most on factors relating to administration. Differences were found for 10 factors with most in the administration category. Teachers with occupational assignments seemed to be least dissatisfied; teachers with assignments for both vocational and nonvocational classes seemed most dissatisfied. Dissatisfaction prevailed for both assignment and category. Results implied that home economics teacher educators need to emphasize teachers' multiple roles and opportunities to create a more positive attitude. (The narrative portion is followed by a chart of results of the statistical analyses and a copy of the questionnaire.) (YLB)

ED 341 780 CE 060 226

Gregson, James A.; Trawinski, Sheila C.
The Impact of Designed Democratic Pedagogy on Trade and Industrial Students' Work Values and Attitudes.
SPONS. AGENCY- Northwest Ohio Vocational Education Personnel Development Regional Center.
PUB DATE- 9 Dec 91
NOTE- 29p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 9, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Classroom Techniques; Educational Research; *Employment Potential; *Job Skills; Literature Reviews; Moral Values; Participation; Secondary Education; *Teaching Methods; *Trade and Industrial Education; Trade and Industrial Teachers; *Work Attitudes; *Work Ethic
IDENTIFIERS- *Indoctrination; Ohio

A study was conducted to provide further evidence that democratic teaching strategies were more effective than indoctrinational strategies to teach work values and attitudes. A literature review provided overwhelming evidence that democratic strategies were much more effective than indoctrinational strategies. However, vocational education instructors were frequently found to use indoctrinational strategies. Subjects were three groups of trade and industrial students. The treatment group (n=63) representing the following occupational areas: automotive technology, computer technology, drafting, electronics, and machine trades was enrolled in an employability skills program at a joint vocational school in northwest Ohio. For approximately 5 weeks, instructors used primarily democratic techniques. Students used the interactive videodisc program, Attributes for Successful Employability. One control group (n=85) comprised of four trade and industrial programs (i.e., automotive body, automotive technology, carpentry, and welding) was taught employability skills in a designated class. Another control group (n=130) consisting of trade and industrial students enrolled in comprehensive high schools did not attend an employability skills class, but were taught work values and attitudes incidentally. The Affective Work Competencies Inventory was administered as a pretest and was to be used as a posttest at the end of the year. The study used a two-part moderately structured schedule to interview selected students. The study found pragmatic and philosophical reasons for using democratic pedagogy: (1) it is more effective in teaching work values and attitudes; (2) it encourages participatory values and attitudes; (3) students learn a process for developing values/attitudes; and (4) it promotes social justice. (Appendixes include a list of 48 references and module 1 from the videodisc program.) (YLB)

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *College Faculty; Faculty Development; Higher Education; *Teacher Attitudes; *Teacher Characteristics; *Teacher Motivation; *Teacher Persistence; Teacher Selection; *Technical Education; Technical Institutes; Two Year Colleges; Vocational Education; Vocational Education Teachers
IDENTIFIERS- Minnesota

A study was conducted to determine the following: Do the needs of beginning and experienced technical college teachers differ? Do the professional development activities of the two groups differ? and Do the factors important to beginning teachers who leave vocational education differ from those of experienced teachers who leave? The data used in the study were previously collected through questionnaires in two studies in 1987 and 1989. The population consisted of 250 beginning teachers (5 years experience) and 292 experienced teachers (8-12 years) in central Minnesota technical colleges. Interpretation of the data suffered from some constraints (for example, the beginning teachers did not have degrees in education, whereas some of the experienced group had such degrees when they started). The groups who stayed and those who left were different on a number of demographic variables when they entered teaching. The study found that the beginning and experienced teachers who stayed differed on 8 of 11 job needs, suggesting that teachers' needs change over their careers. In the area of professional development, the study found that more of the newer teachers were taking methodology courses and college courses, whereas more experienced teachers were taking graduate courses and workshops. The groups who left expressed a variety of reasons for leaving, with experienced teachers leaving because of dissatisfaction and beginning teachers leaving for career advancement. Results of the study could be used to improve teacher placement and retention. (61 references) (KC)

ED 341 801 CE 060 277

Hoskins, Irene, Ed.
Coping with Social Change: Programs That Work. Proceedings of a Conference (Acapulco, Mexico, June 1989) = Como enfrentarse al cambio social: programas eficaces. Actas de uno Conferencia (Acapulco, Mexico, Junio de 1989).
PUB DATE- Jun 89
NOTE- 163p.; For a related discussion and training guide, see CE 060 278; for selected papers, see CE 060 279.
LANGUAGE- English; Spanish
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Consciousness Raising; *Cross Cultural Studies; Cultural Awareness; Cultural Background; Cultural Context; Cultural Differences; Cultural Influences; Cultural Interrelationships; Demography; *Demonstration Programs; *Developing Nations; *Females; Feminism; Foreign Countries; Life Style; Middle Aged Adults; Models; *Older Adults; Program Descriptions; Program Implementation; Public Policy; Rural Urban Differences; Sex Fairness; Sex Role; Sex Stereotypes; Womens Education; Womens Studies
IDENTIFIERS- Caribbean; *Empowerment; *Latin America

Written in English and Spanish, this document contains the proceedings of the 14th International Congress of Gerontology

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavior Modification; *Decision Making; Foreign Countries; *Goal Orientation; *Individual Development; Life Events; *Life Satisfaction; Need Gratification; *Self Actualization; Self Concept; Self Determination; *Self Evaluation (Individuals); Self Help Programs
IDENTIFIERS- *Life Planning

This book is designed to help the individual acquire skills in life planning. Part 1 focuses on achieving the most from use of the book. It discusses personal responsibility, personal goals, and possible uses of the book. Part 2 contains the procedures to follow. It begins by listing benefits from setting goals. Exercises that follow assess attitude, aspects of one's self-image, postponements, strengths, values, and fantasy. Part 3 guides the individual through defining strategy for achieving goals. Exercises assist with the following activities: (1) clarifying the next moves in the individual's personal life; (2) determining criteria for choosing; (3) evaluating goals; (4) choosing between goals; (5) checking goals; (6) putting goals into action; (7) reviewing choices; (8) identifying obstacles to use of time to advantage; and (9) recruiting help. A summary checklist follows. A bibliography lists 14 references for further reading about life planning. (YLB)

ED 341 819 CE 060 309

Stevens, Paul
Strategies for Dual-Career Couples. Second Edition.
PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adults; *Career Development; *Careers; Day Care; *Dual Career Family; *Employed Women; Employer Attitudes; Employment Practices; Foreign Countries; *Interpersonal Relationship; *Quality of Working Life
IDENTIFIERS- Australia; *Family Work Relationship

This booklet focuses on interpersonal techniques that two-career couples can use to boost their careers, organize their lives, and enhance their relationships. The guide begins by outlining expected traits of career-oriented women and commenting on the social changes that have made careers desirable for more women. It mentions the differences between men and women in how they choose a career and discusses the influence of motherhood on women's working lives. Possible two-career paths are described: working for the same employers, self-employment, and working from home. Areas of interpersonal competence are discussed, such as role balance, complementary skills, sacrifices, and marital stability. The guide lists skill requirements for dual-career couples and suggests counseling to set goals and improve communication between the partners. A list of discussion topics is provided. Recommended reading includes 13 publications on dual-career families, 11 on the female career perspective, 2 on the male perspective, and a guide to child care in Australia. (KC)

ED 341 820 CE 060 310

Stevens, Paul
Handling Office Politics. Second Edition.
PUB DATE- 90

information. The information produced includes employers' views on the availability of trained workers, recruitment practices, qualifications needed, earnings and hours, advancement patterns, and short-term employment outlook. (KC)

ED 341 838 CE 060 356

McAlister, Brian K.
Effects of Analogical vs. Schematic Illustrations on Initial Learning and Retention of Technical Material by Eighth-Grade Students.
PUB DATE- Dec 91
NOTE- 32p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagrams; Educational Psychology; Educational Research; Educational Technology; *Expository Writing; Grade 8; *Illustrations; Instructional Materials; Junior High Schools; Learning Processes; *Retention (Psychology); Student Evaluation; Technical Illustration; Trade and Industrial Education
IDENTIFIERS- *Analogy

The effects of analogical and schematic illustrations on the comprehension and retention of expository prose were compared. The population was 191 eighth-grade students at Mahomet Junior High School, Illinois; 134 students' scores were used. Subjects were assigned to two groups through the random distribution of treatment booklets that included a learning task composed of expository prose and either schematic or analogical illustrations regarding the topic of logic gates. Data were collected through four methods: an interest questionnaire administered prior to the learning task; sentiment measure administered immediately following; Test I, which measured initial learning immediately after the task and retention 14 days later; and an interview guide. Pearson product moment correlation coefficients and analyses of covariance were computed. Statistically significant differences were found in subjects' mean scores on object attribute test items during both administrations of Test I. According to mean scores, those students who received the schematic illustrations performed better (81.2 percent) on the object attribute test items than their counterpart students (68.9 percent) who received the analogous illustrations. Students who received the schematic illustrations performed significantly better 2 weeks later when tested for retention (60.6 to 45.1 percent). Findings supported existing theory on analogies and illustrations. (YLB)

ED 341 839 CE 060 357

Putnam, A. R.
Developing Industry Specific Training for the Classroom of the Future.
PUB DATE- 8 Dec 91
NOTE- 19p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 8, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Corporate Education; Curriculum Development; Education Work Relationship; Futures (of Society);

material included methodology for completion of the guide/checklist, procedural and tickler card guidance, instruction for implementation, evaluation, and sign-off requirements. The guide/checklist was implemented during the small group evaluation trial of five trainees and one shift supervisor. After each phase of evaluation, feedback was used to upgrade the document. Overall reaction was favorable. Trainees and trainer exhibited less frustration since each knew what was expected. (Appendixes, amounting to over two-thirds of the thesis, include the guide/checklist, other support materials developed, and 23 references.) (YLB)

ED 341 857   CE 060 380

Schwarz, William
Bicycle Purchaser Training Workshop.
PUB DATE- 15 Jan 91
NOTE- 103p.; Master's Thesis, New York Institute of Technology.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Bicycling; *Consumer Education; *Consumer Protection; Instructional Development; Instructional Materials; Job Analysis; Material Development; Needs Assessment; Pretests Posttests; Program Development; Program Evaluation; Program Implementation; *Purchasing; Study Guides; Task Analysis; Teaching Guides; Workshops
IDENTIFIERS- *Bicycles; *Instructional Systems Development

A course was developed to provide data to buyers of new bicycles so they could make an informed decision about their purchases. The instructional systems design process (analysis, design, development, implementation, and evaluation) was used to analyze the need for a training course on buying and fitting a bicycle. Information was collected through a literature review and questionnaires and interviews with cyclists and shop owners to show that a training course was suitable for learning the subject. An instructional task analysis linked the course segments to the behaviors identified in the analysis phase. The designer listed four instructional objectives, defined the entry behaviors, and sequenced the four lesson segments. Media for instruction were chosen, and the lesson was explained in terms of Gagne's nine steps of instruction. The designer provided specifications for assessment, evaluation, and learning transfer. The designer assembled a student manual, instructor guide, and posttest for the course, which would be delivered in a lecture format. Six individuals participated in the implementation stage in November 1990. The formative evaluation consisted of a small group and a pilot test. Higher posttest scores for the test group when compared with a control group of nine individuals showed some learning had taken place. (Appendixes include a bicycle buying questionnaire, job task analysis, student manual, instructor's guide, posttest, and 25 references.) (YLB)

ED 341 858   CE 060 385

Baird, David A.
Slow Scan Video in the Preparation of Technology Educators.
PUB DATE- Dec 91
NOTE- 9p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Economic Opportunity Act of 1964. In 1966, ABE was transferred to the U.S. Office of Education (USOE). The 1970s saw the creation of the National Advisory Council on Adult Education, limitations in federal discretionary funding, and emphasis on functional literacy. The rising concern for literacy in the 1980s became a national priority in the 1984 amendments. Discretionary funds for research and development, dissemination, and demonstration projects again became available. The 1988 reauthorization substantially increased federal funds and included grants for workplace and English-as-a-Second Language literacy. The National Literacy Act of 1991 continued the focus on literacy as a means of solving many social problems. AEA has been successful in contributing to the growth of the field and the training of professionals. Implementation of the AEA in its various incarnations shows that more public debate about the policy issues involved is needed. (SK)

ED 341 876   CE 060 533

Leahy, Meredyth A.
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 63p.; For a related document, see CE 060 532.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Basic Education; Competency Based Education; *Demonstration Programs; *Educational Legislation; *Federal Legislation; Government Role; Part Time Faculty; Regional Programs; *Staff Development; State Programs; *Teacher Education
IDENTIFIERS- *Adult Education Act 1966; Adult Performance Level

The evolution of the Adult Education Act (AEA) in the last 25 years illustrates the progress of adult basic education (ABE) in the United States. A detailed look at the literature and outcomes of AEA-funded projects provides a sense of the effectiveness of 25 years of federal involvement. The passage of the AEA in 1966 led to the first systematic federally funded efforts for ABE staff training, special demonstration projects, and higher education involvement in ABE. During the 1970s, the U.S. Office of Education (USOE) used discretionary funds to support research efforts such as the Adult Performance Level study and competency-based adult education. A regional approach was spurred by staff development projects in the USOE regions. Although the regional experience revealed conflicts among local, state, and federal priorities, regional projects had a great impact on the professionalization of adult educators. In the late 1970s, USOE left funding of regional projects and staff development to the states. Lower funding levels in the early 1980s and few systematic dissemination efforts led to great variability among the states. Barriers to progress remain: shifts in federal priorities; changes in target population, program sponsors, and curriculum; lack of national standards; and overreliance on part-time and volunteer instructors. Addressing these barriers requires increased full-time positions, "linkers" to bridge the gap between research and practice, improved staff development and teacher training, and research and demonstration projects. (SK) at the school sites as part of the regular school program. Services to participating non-public schools are coordinated through a school facilitator. Special activities are planned for adults and community members. An evaluation of the program focused on staff, services, and materials. The progress report indicated that: (1) the level of sustained services to a set of priority schools increased the scope and depth of the program at school sites where extra support was needed; (2) an increase in the number of facilitators resulted in a lower number of schools for each facilitator; (3) the assignment of one facilitator to all non-public schools resulted in a higher level of interest and participation among these schools; (4) the scope of direct services to students improved; (5) the data collection method was expanded to include a district-wide assessment of the program by all principals, school team chairs, and a sample of teachers; and (6) a parent component was being added to the district's program. (Evaluation data are included.) (ABL)

ED 341 898 CG 023 993

Talking with TV. A Guide for Grown-Ups and Kids. How To Make TV a Conversation Starter on Relationships, Values, and Sexuality. 1991-1992 Edition.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Commercial Television; *Learning Strategies; *Preadolescents; Sex Role; Sexuality; Values Clarification

This document was developed to help adults and children use television in new and better ways. While this guide's special focus is on preteens (ages 9 to 12), it can be of use with both younger and older audiences. Sample open-ended questions are provided for the following issues: family and friends, values and emotions, trust and responsibility, relationships, and sexual roles and sexual behavior. Also included are specific tips on talking about sexuality using television programs as a conversation starter. Exercises are provided for combining television viewing with interactive activities. This includes watching commercials and looking for ads that use sex to sell and discussing whether it is necessary to the product. A fact sheet on media and adolescent sexuality is provided. The programs described in this guide are those from the 1991 fall season that have teenage characters and are likely to raise issues of sexuality and values. The guide presents a listing of production companies and other organizations to help locate more information and share thoughts with the creators of today's television programming. (LLL)

ED 341 899 CG 023 994

Waszak, Cynthia; Neidell, Shara
School-Based and School-Linked Clinics. Update 1991.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 31p.; For 1990 update see ED 325 968.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

PUB DATE- Apr 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Elementary Secondary Education; *School Counseling; *School Guidance

This annotated bibliography of guidance materials for elementary and/or secondary school guidance lists 32 books; 12 series of books; 3 books for teacher/counselor use; 1 workbook; 1 series of workbooks; 2 kits; 1 set of audiocassettes; 9 videocassettes; and 1 series of videocassettes. Annotations include bibliographic information; the span of grades for which the item holds general interest; and the North Carolina competency goals to which the item relates. A directory of publishers and producers of the materials is included. (ABL)

ED 341 918 CG 024 015

Wells, Shirley; And Others
How To Identify At-Risk Students. A Series of Solutions and Strategies. Number 2.
PUB DATE- Jul 89
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Dropout Prevention; *High Risk Students; High Schools; Identification; Potential Dropouts; *Program Development; School Activities

Early, accurate identification of potentially at-risk students is crucial to developing effective dropout prevention programs. Checklists are commonly used by schools and agencies to identify potential dropouts. Unfortunately checklists have several weaknesses, e.g., it is difficult to know how many characteristics must be checked before deciding a student is at risk. Despite their shortcomings, checklists can be helpful as initial screening devices. An identification system is more than just an instrument, it is a process. Suggested processes to help a school district develop its own system include: data collection process; data analysis process; and data utilization process. Although variables related to dropping out include those from several sources, such as the family and community, ones for which schools can collect data, and to which they can respond include: attendance, grade point average, number of grade retentions and discipline referrals, educational level of parents, special program placements, free/reduced lunch program, number of school transfers, reading and math scores, and language spoken in home. With caution and continuous modification and refinement, school districts can use variables from extant checklists, the research literature and local surveys as the basis for developing their own identification systems, especially computer-generated predictive formulas. By using a more systematic approach, school administrators can be more confident in student assignment to programs, and practitioners can be more effective in designing relevant strategies for target students. (LLL)

ED 341 919 CG 024 016

Nave, Bill
Self-Esteem: The Key To Student Success. A Series of Solutions and Strategies. Number 3.
PUB DATE- Dec 90

options education interventions. (LLL)

ED 341 937 CG 024 034

New Jersey: A State Organizing To Fight AIDS. A Plan for the 1990's. Recommendations of the State Commissioner of Health.
PUB DATE- 31 Jan 91
NOTE- 291p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Delivery Systems; Human Services; Identification; *State Programs
IDENTIFIERS- New Jersey

This document presents the New Jersey statewide plan for combating the Acquired Immune Deficiency Syndrome (AIDS) epidemic. Ten recommendations of the New Jersey State Commissioner of Health focus on such issues as public/private partnerships, protecting confidentiality, and fighting discrimination. The introduction notes that the plan is driven by several themes: the need for a more structured system for delivering coordinated services for persons with Human Immunodeficiency Virus (HIV) and AIDS; the realization that the epidemic has exposed major deficiencies in our health care system; the need to more effectively address special populations at high risk for HIV/AIDS; the intention to increase the utilization of community-based services and organizations; and the realization that HIV/AIDS is increasingly becoming a disease affecting entire New Jersey families. The methodology for this state plan is discussed, and a profile of the HIV/AIDS epidemic in New Jersey is presented. New Jersey's response to the epidemic is examined from the first cases of AIDS, which were diagnosed in 1980, through 1990. The emergence of private initiatives and the state government response are reviewed. The economic cost and the human cost of HIV/AIDS are examined, and the statewide plan for the 1990s is presented. The complete list of recommendations and implementation strategies, as well as background discussions on the HIV/AIDS-related issues that produced them are presented and discussed. A section is also included on financing the plan. Supporting materials are contained in appendices. (LLL)

ED 341 938 CG 024 035

Seifert, Karl H.
Measures of Career Development and Career Adjustment: In Search of Mediating Variables.
PUB DATE- Aug 91
NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Career Development; Concurrent Validity; Foreign Countries; Measurement; *Predictor Variables; *Self Concept; *Vocational Maturity
IDENTIFIERS- Austria

In the first part of this paper, the current status of criterion-related validity research in the field of career development phoneme relationships from a whole language perspective might be more easily understood. One table and 36 figures consisting of students' drawing and writing are included. (RS)

ED 341 956 CS 010 831

Cheyney, Arnold B.
Teaching Reading Skills through the Newspaper. Third Edition.
PUB DATE- 92
NOTE- 56p.; For the second edition, see ED 250 672.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Content Area Reading; Elementary Secondary Education; *Language Arts; Mathematics Instruction; *Newspapers; Reading Comprehension; *Reading Skills; *Science Instruction; *Social Studies

Helping to build a bridge between classroom lessons and the world outside the classroom door, this book suggests specific strategies for using the newspaper across the school curriculum. The introduction to the book answers the question: Why use newspapers in the reading curriculum? Chapters in the book are entitled: (1) Teaching How to Read the Newspaper; (2) Reading with Skill and Comprehension; (3) Integrating Writing and the Language Arts; (4) Reading in Social Studies and Science; and (5) Reading and Mathematics. (RS)

ED 341 957 CS 010 832

Swisher, Karen E.
An Action Model for Research in the Classroom: Developmental Spelling K-2.
PUB DATE- 91
NOTE- 19p.; Paper presented at the Annual Meeting of the College Reading Association (Crystal City, VA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Classroom Research; Developmental Stages; Longitudinal Studies; Primary Education; *Spelling; *Spelling Instruction
IDENTIFIERS- Beginning Writing; Emergent Literacy

A longitudinal study examined the developmental spelling level of primary-age children. Eight subjects completed 10 separate cloze sentences in their kindergarten, first, and second grade. Subjects were read each of the sentences and then given time to write the word in the corresponding box. The test was introduced as a detective game to alleviate tension. Once data from each child were collected, the students' developmental stages were ascertained. Results indicated that spelling is indeed developmental. Findings suggest that invented spellings can provide classroom teachers with much needed information to help design appropriate instruction in writing and reading at each child's developmental level. (One figure listing the 10 sentences used in kindergarten, a table listing the 5 developmental spelling stages, and a table representing subjects' invented spellings are included.) (RS)

ED 341 958 CS 010 833

Reading Framework for the 1992 National Assessment of Educational deceptions of language is not just the task of educators and students but the responsibility of everyone. (PRA)

ED 341 978 CS 213 075

Russell, David L.
Literature for Children: A Short Introduction.
PUB DATE- 91
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Biographies; *Books; *Childrens Literature; Elementary Education; Fantasy; Fiction; Folk Culture; Higher Education; Junior High Schools; *Literary Criticism; Picture Books; Poetry
IDENTIFIERS- *Genre Studies

A concise yet comprehensive survey of works written for young people from infancy through early adolescence, this book provides both students of children's literature and the general reader with an introduction to the study of the field. The book is divided into two parts, the first addressing the contexts within which literature for young people is viewed (including a brief historical survey, theories of child development, and instructional methods of sharing literature) and the second examining the principle literary genres and the necessary critical approaches to reach and evaluate literature. Chapters of the book are: (1) "The History of Children's Literature"; (2) "Children and Literature"; (3) "The Picture Storybook"; (4) "Alphabet, Counting, and Concept Books"; (5) "Folk Literature"; (6) "Mother Goose Rhymes"; (7) "Poetry"; (8) "The Nature of Fiction"; (9) "Fantasy"; (10) "Realistic Fiction"; (11) "Biography"; and (12) "Informational Books." Most chapters include a bibliography of critical studies pertaining to the literary type or genre discussed in the chapter, and most also contain selected bibliographies of relevant books. Appendixes list winners of American and international children's book awards. (SR)

ED 341 979 CS 213 122

Covering the Literacy Story: A Primer for Journalists on a Major Social Issue. Results of the Reporters' Workshop on Literacy (Arlington, Virginia, July 22, 1990). A Gannet Foundation "Instant Replay" Conference Report.
PUB DATE- 22 Jul 90
NOTE- 13p.; Workshop presented during the American Newspaper Publishers Association Foundation Conference in Literacy (Washington, DC, July 22, 1990). The workshop was also co-sponsored by the American Society of Newspaper Editors Literacy Committee and the Education Writers Association.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Illiteracy; Information Sources; Literacy; *Mass Media Role; Newspapers; *News Reporting; Social Problems; *Writing for Publication
IDENTIFIERS- Journalists

This report condenses discussions held at the 1990 Reporters' Workshop on Literacy, attended by about 40 journalists and other professionals. The workshop's purpose was to help journalists dig beneath the traditional "Johnny can't read" team members, and teachers concerned with administration as well as learning. Three key points are made: that portfolios should be designed locally by teachers and students; that they require periodic review; and that through such reviews more can be learned about writing and its teaching. The articles and authors are as follows: (1) Introduction: Writing Portfolios--Changes and Challenges (Catharine Lucas); (2) Teacher's Stories: Notes toward a Portfolio Pedagogy (Kathleen Blake Yancey); (3) Increasing Student Autonomy through Portfolios (Sue Ellen Gold); (4) Portfolio Practice in the Middle School: One Teacher's Story (James E. Newkirk); (5) Portfolios: Process for Students and Teachers (Catherine D'Aoust); (6) Looking into Portfolios (Sandra Murphy and Mary Ann Smith); (7) Portfolio Reflections in Middle and Secondary School Classrooms (Roberta Camp); (8) Writing Portfolios in Secondary Schools (David Kneeshaw); (9) Portfolio Practice and Assessment for Collegiate Basic Writers (Irwin Weiser); and (10) Portfolios in the Writing Classroom: A Final Reflection (Kathleen Blake Yancey). A 39-item annotated bibliography of resources on portfolios for teaching and assessment concludes the volume. (SR)

ED 341 999   CS 213 178

Langer, Judith A., Ed.
Literature Instruction: A Focus on Student Response.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 218p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; English Curriculum; Higher Education; *Instructional Improvement; Literature Appreciation; *Reader Response; *Student Reaction; Teacher Student Relationship; Theory Practice Relationship
IDENTIFIERS- Aesthetic Reading; Center for the Learning and Teaching of Literature; Educational Issues

Intended to provide an overview of current thinking on response-oriented literature instruction and meant to stimulate dialogue leading to reform, this book reports research findings and ideas from teacher conferences of the Center for the Learning and Teaching of Literature at the State University of New York at Albany. The book contains the following articles: (1) "The Background for Reform" (Arthur N. Applebee); (2) "Testing Literature" (Alan C. Purves); (3) "Rethinking Literature Instruction" (Judith A. Langer); (4) "Five Kinds of Literary Knowing" (Robert A. Probst); (5) "Challenging Questions in the Teaching of Literature" (Susan Hynds); (6) "Teaching Literature: From Clerk to Explorer" (Jayne DeLawter); (7) "Literary Reading and Classroom Constraints: Aligning Practice with Theory" (Patrick X. Dias); and (8) "To Teach (Literature)?" (Anthony Petrosky). (NKA)

ED 342 000   CS 213 179

Crusius, Timothy W.
A Teacher's Introduction to Philosophical Hermeneutics.
PUB DATE- 91
NOTE- 117p.; NCTE Teacher's Introduction Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

documents including daily messages in bulletins; and field notes documenting CAP-related events. Eight different student writing activities were noted: (1) lecture; (2) directed discussion; (3) discussion; (4) group work; (5) reading original writing; (6) writing; (7) completing work sheets; and (8) unsolicited talking. The theme that emerged from the research was the competitive nature of the CAP. The single score is viewed as a reflection of the principal's leadership. As a result, the principal assumes the role of head coach, and attempts to educate the faculty and students about the importance, content, and results of the test. Language arts teachers are cast in the role of coaches to help students earn the best possible scores. Some students and teachers experience stress from the CAP. Only when assessment is viewed as a dynamic part of school life can the interplay between the community, faculty, students, and the community be understood. (Two figures are included; 28 references and an appendix on observational writing are attached.) (SG)

ED 342 019 CS 213 203

Nelson, Jennie
Constructing a Research Paper: A Study of Students' Goals and Approaches. Technical Report No. 59.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; Higher Education; *Reading Processes; *Research Papers (Students); *Undergraduate Students; *Writing Assignments; *Writing Processes; Writing Research
IDENTIFIERS- Carnegie Mellon University PA

A naturalistic study of 21 college students (at Carnegie Mellon University in Pennsylvania) writing research papers provides detailed analyses of the roles that notetaking, planning, goal-setting, and revising play in students' approaches and examines whether these "high investment" reading and writing processes lead to higher quality papers. Findings suggest that in order to help students use reading and writing as tools for critical inquiry, teachers need to structure research paper assignments in particular ways and to help students to examine and revise their interpretations of common academic writing assignments such as the research paper. (Three tables of data are included; 36 references are attached.) (Author/SG)

ED 342 020 CS 213 204

Ur, Penny; Wright, Andrew
Five-Minute Activities: A Resource Book of Short Activities.
PUB DATE- 92
NOTE- 122p.; Cambridge Handbooks for Language Teachers Series.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Class Activities; Elementary Secondary Education; *English Instruction; Foreign Countries; Learning Activities; *Vocabulary Skills; Writing Assignments
IDENTIFIERS- Student Led Activities

Ted Malone: Broadcast Interpretationist.
PUB DATE- Apr 92
NOTE- 19p.; Paper presented at the Annual Meeting of the Sooner Communication Association (Norman, OK, April 3-4, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Awareness; Media Research; *Oral Interpretation; Popular Culture; *Programing (Broadcast); *Radio; *Reading Aloud to Others
IDENTIFIERS- *Broadcast History; *Russell (Frank Alden)

One of the few broadcast interpretationists recorded in the history of radio, Frank Alden Russell--whose Ted Malone programs spanned three decades on local stations and national networks--perhaps best represents both the initiation and prime of broadcast interpretation. Born in 1908, Russell became interested in oral performance when he was attending high school in Missouri. He was also a champion debater in college. He acquired his pseudonym, Ted Malone, when asked to fill in for a program by reading poetry. The positive audience response to his reading led to his program "Between the Bookends." As his popularity increased, Malone began writing for other programs, and soon became production manager, production director, and program director at his radio station. During World War II, Malone ventured into other types of broadcasts, such as variety shows and quiz shows, and even went overseas to broadcast as a war correspondent, providing human interest soldier stories for the listeners back home. Malone's growth as a reporter-writer-interpretationist continued to expand between 1950 and 1956, and by 1957, he had established "Ted Malone Productions" as an independent operation to consult, write, record, and produce audio-visual presentations and educational material for radio, television, and films. Whatever the task, Malone continually relied on oral interpretation and strove to communicate with his listeners conversationally and convincingly through his readings--always the broadcaster, always the interpretationist. Ted Malone partially retired in the 70s, and died in 1989 after contributing more than 60 years to broadcasting and its development. (Twenty-seven references are attached.) (PRA)

ED 342 041 CS 507 735

Hawkins, Katherine W.; White, Cindy H.
Faculty/Advisor Communication Apprehension: Construct Description and Preliminary Instrument Assessment.
PUB DATE- 31 Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (77th, Atlanta, GA, October 31-November 3, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Communication Apprehension; Communication Research; Dropout Attitudes; *Faculty Advisers; Higher Education; Interpersonal Communication; *Student Attitudes; *Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- Advisor Role; Texas Tech University

A study explored the definition of the concept of faculty/advisor communicaton apprehension (CA), and tested an instrument to identify CA in incoming college freshmen, with a view toward retention of students. An existing interpersonal CA measure,

ED 342 058 EA 023 530

KERA Updates: What for...
PUB DATE- Oct 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ancillary School Services; *Educational Change; Educational Technology; Elementary Secondary Education; Excellence in Education; Governance; High Risk Students; Minority Groups; Preschool Education; *Professional Development; *School Based Management; *State Legislation; Vocational Education
IDENTIFIERS- *Kentucky Education Reform Act 1990; *Outcome Based Education

Intended for parents and community members, this pamphlet summarizes provisions of the Kentucky Education Reform Act of 1990 (KERA), outlines specific school improvement developments to watch for during 1991-92, and provides concrete suggestions for facilitating the process and obtaining further information. The updates are grouped according to KERA provisions governing student performance outcomes; early childhood programs; extended school services; a primary school program to replace grades K-3; professional development for teachers and other certified staff; school-based decision-making; family resource/youth service centers; attention to minority and at-risk students; a newly created Education Professional Standards Board; technology and education; governance reorganizations; secondary vocational education; and the Support Education Excellence in Kentucky (SEEK) funding formula. (MLH)

ED 342 059 EA 023 532

Nyland, Larry
Vision Is Not Enough: A Plan for School Change in the 90's.
PUB DATE- May 90
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Community Cooperation; *Community Development; *Educational Change; Educational Trends; Elementary Secondary Education; Futures (of Society); *Organizational Effectiveness; *School Organization
IDENTIFIERS- *Pasco School District WA

Dynamic organizations are characterized by a compelling vision that focuses on results and employee commitment to growth. Over a period of 3 years an attempt was made to identify what it would take to create and maintain a dynamic living organization that has the ability to learn and grow on its own. Research was conducted in visits to organizations across North America and three continents; interviews were held with CEO's and other key employees at corporations, newly formed entrepreneurial businesses, and nonprofit organizations. Three main sections comprise the paper. The first titled "The Challenge," provides a perspective on why businesses, nonprofits, schools, and even nations must learn how to create communities of learners if

(150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Classroom Techniques; *Cognitive Development; *Educational Change; Educational Innovation; Elementary Secondary Education; *Organizational Change; *School Based Management; *School Restructuring; Teacher Student Relationship

Based on the assertion that significant school restructuring depends on the maximization of student cognitive development, this paper examines emerging patterns of change in restructuring schools at the school and classroom levels. The first part defines school restructuring and explains the premise of student cognitive development. The second part describes the organizational practices that are advocated by national restructuring coalitions and related student-centered coalitions, such as Foxfire, Coalition of Essential Schools, Open School Concepts, League of Professional Schools, the Carnegie Council on Adolescent Development (CCAD) Middle School Concepts, and the Association of Supervision and Curriculum Development (ASCD) Consortium. Examples of classroom practices that change student/teacher relationships are identified in the third part. A conclusion is that restructuring success requires support at state, federal, community, and business levels. Two tables are included. The appendix contains possible survey questions. (69 references) (LMI)

ED 342 080 EA 023 663

Barnett, Bruce G.
Incorporating Alternative Assessment Measures in an Educational Leadership Preparation Program: Portfolios and Educational Platforms.
PUB DATE- Oct 91
NOTE- 13p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Baltimore, MD, October 25-27, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Graduate Study; Higher Education; *Leadership Training; Management Development; *Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS- *University of Northern Colorado

An educational leadership program that combines student portfolios and an educational platform as student assessment measures is described in this paper. Beginning with a brief discussion of the purposes and mechanics of portfolios and platforms, the paper then describes how these assessment measures are integrated into an educational leadership program. The program is composed of diverse assessment activities that are integrated with five core learning experiences, specialized courses, and an administrative internship. Program success depends on faculty consensus, clearly defined responsibility, and constant monitoring and adjusting. One figure depicting the process is included. (15 references) (LMI)

ED 342 081 EA 023 665

Ainley, John; Sheret, Michael
Effectiveness of High Schools in Australia: Holding Power and Achievement.
PUB DATE- Jan 92
NOTE- 22p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement

EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; *Educational Change; *Educational Planning; Elementary Secondary Education; *International Education; Parent Participation; *Participative Decision Making; *School Community Relationship; Teacher Role
IDENTIFIERS- Partnerships in Education

Within the last 20 years, the idea of "people centered" or participatory development has become more prevalent. The participatory approach to development represents a considerable change in the process of governance, in social and political relationships, and in who participates in, is empowered by, and controls the development process. After discussing the strengths and weaknesses of participatory development, this document gives a thorough examination of the actors involved in the participatory development of education, (government, schools, community, and nongovernment organizations). Each of these "actors" is evaluated according to their knowledge, skills, attitudes, and motivations before discussing how collaboration among each group can more readily occur. The most important element of collaboration relates to the increased participation of teachers, parents, and the community. This may involve the contribution and management of resources, policy and governance, school operations, and the content of the school curriculum. Certain factors and conditions can be consciously created and nurtured in order to make these changes easier to achieve. The document focuses on government commitment, institutional changes, greater professional autonomy at the school level, social autonomy at the community level, and collegiality and continuous improvement at the school level. (79 references) (LAP)

ED 342 101 EA 023 707

Purvis, Johnny R.; Leonard, Rex L.
Judgment Analysis of Potential for Employment Termination as Seen by Teachers.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Certification; Elementary Secondary Education; Lesson Plans; *Teacher Dismissal; *Teacher Placement; *Teacher Response
IDENTIFIERS- *Enthusiasm

This paper summarizes a study designed to examine teachers' perceptions concerning possible employment termination and whether these perceptions differ according to primary teaching assignment. A random sample of 504 elementary, middle/junior high, and high school teachers was selected from 21 school districts in a southern state. Teachers were sent an instrument to assess: (1) their overall perception associated with potential for employment termination; and (2) their perceptions associated with employment termination according to 13 given offenses. Judgment analysis was used to analyze 306 returned questionnaires. There were significant differences in group profiles regarding the relationship of perceived termination threat for specific situations to an overall potential for termination. Elementary teachers perceived situations associated with teaching qualifications and absenteeism as primary contributors to the overall threat of termination. For middle school teachers, the greatest contributors to overall

*Educational Objectives; *Educational Theories; Elementary Secondary Education; *Organizational Change; *School Restructuring; Teacher Motivation; Theory Practice Relationship

Common-sense proposals for restructuring schools neglect two major issues: What content is needed to give direction to structural innovation? and How can the many factors that influence this content be linked? A discussion of the social context of U.S. education demonstrates the ways in which content and linkage problems are complicated. An agenda of content for teacher commitment and competence is described, based on the following areas: depth of understanding and authentic knowledge; success for all students; new teacher roles; and the concept of schools as moral communities. Four areas of need for substantial change are identified: high standards; high incentives and stakes; local empowerment; and collaborative organization. Five problems related to systemic linkage that restructuring "theory" has yet to address are discussed--the failure to explain: how organizational alignment will be achieved; how powerful institutions will change; how the contradiction between externally developed standards and local empowerment will be addressed; how citizenry will be convinced to generate funds; and how building social capital in the society will be accomplished. Twenty-six endnotes are attached. (63 references) (LMI)

ED 342 123 EA 023 744

Prager, Karen
Collaborative Planning Time for Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Cooperative Planning; Elementary Secondary Education; *Organizational Effectiveness; *Professional Development; *Scheduling; Staff Development; Teacher Administrator Relationship; *Time Management

Two challenges that confront principals attempting to generate effective collaborative planning time with teachers are examined in this document: altering the conventional schedule and ensuring productive use of planning time. Principals, superintendents, and other educators were interviewed about the techniques and outcomes of these two aspects. Strategies used by respondents for finding the time included grants and staff development, creative scheduling, and substitute teaching by administrators and colleagues. Restructuring the weekly schedule is complicated, but the logistical problems can be solved in a variety of ways. Facilitating productive planning time is more elusive, but can be achieved by defining a mission, articulating goals, grouping teachers, providing staff training for collaborative skills, and using agendas and reports. The examples demonstrate that it is possible to provide weekly planning time and to make that time productive. (7 references) (LMI)

ED 342 124 EA 023 747

Legislation; *Due Process; Educational Games; Employment; *Equal Protection; Federal Legislation; Foreign Countries; Grievance Procedures; *Mental Retardation; Social Discrimination; Social Integration
IDENTIFIERS- Canada; *Canadian Human Rights Act; *Canadian Human Rights Commission; Self Advocacy

This book, written in simple language, explains the Canadian Human Rights Act and how and when it can be used to assist individuals with mental handicaps. The book is designed to help people learn their rights as citizens of Canada and learn that if something wrong is done to them they can do something to change it. It explains what human rights are and how people with a mental handicap are often treated by the rest of society in a way that ignores their human rights. The book's seven chapters cover: laws that protect people from discrimination and which levels of government protect which rights; protection under the Canadian Human Rights Act; responsibilities of the Canadian Human Rights Commission; types of complaints that can be filed with the Commission; steps of the complaint process; using the Canadian Charter of Rights and Freedoms to attack barriers; and helpful hints. The book contains a detachable board game called "Rights and Wrongs"; a "find-the-words" game; a glossary of relevant terms; a list of 9 books and a magazine with useful information for people with a mental handicap and their family and friends; and a list of the regional Canadian Human Rights Commission offices. (JDD)

ED 342 143 EC 300 902

Surrogate Parent Handbook.
PUB DATE- Apr 91
NOTE- 35p.; For the 1983 handbook, see ED 258 417.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *Child Welfare; *Disabilities; Elementary Secondary Education; *Foster Family; Identification; *Parent Responsibility; Parent Rights; Preschool Education; School Districts; *School Responsibility; Selection; Special Education; State Departments of Education; State Programs; Training; Volunteers
IDENTIFIERS- *Maine; *Surrogate Parents

This manual on the Maine Surrogate Parent Program is designed for surrogate parents, social workers, and educational personnel. It defines relevant terms; outlines procedures for identification of students who require a surrogate parent; explains how surrogate parents are appointed and trained; lists the rights and responsibilities of the surrogate parent, the educational agency, and the state agency; offers guidelines for reimbursement for surrogate parents' expenses; and answers commonly asked questions. Appendixes contain federal regulations relating to surrogate parents, Maine special education regulations, a check list of suggested surrogate parent activities, sample case record forms, a check list of items to include on the Individualized Education Program, a list of organizational resources, a form to request a surrogate parent, and a surrogate parent program volunteer application. (JDD)

ED 342 144 EC 300 903

carried out to disseminate program findings. (Includes approximately 70 references) (JDD)

ED 342 161 EC 300 920

Raborn, Diane Torres; And Others
Committees in the Bilingual Special Education Program.
PUB DATE- Oct 90
NOTE- 20p.; Paper presented at the Council for Exceptional Children Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 18-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; Committees; Cultural Differences; *Disabilities; Elementary Secondary Education; *Instructional Design; *Language Handicaps; *Small Group Instruction; *Teaching Methods; Teamwork

This paper presents an instructional strategy found to be effective in meeting the needs of culturally and linguistically diverse exceptional (CLDE) students. The strategy, called "Committees," involves dividing the class into small groups and assigning each group a different activity revolving around a selected theme or concept. Students rotate through each committee to have the opportunity to participate in each activity. When planning committee activities for CLDE students, input from each member of the instructional team is most important. The classroom teacher, special education teacher, bilingual or English-as-a-Second-Language specialist, and speech therapist work together as an instructional team to identify special learning needs for CLDE students. The paper outlines 10 committee planning steps, offers a committee cycle planning sheet, describes a method of using file folders to manage committee activities, presents a flow chart of instructional team planning, and provides a unit planning sheet and evaluation form. (JDD)

ED 342 162 EC 300 921

Harper-Whalen, Susan; Spiegle-Mariska, Jan
Organizing the Special Preschool. Module 1.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 56p.; A product fo the CO-TEACH Preschool Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; Classroom Environment; Classroom Techniques; *Disabilities; Early Intervention; *Educational Planning; *Instructional Materials; Interpersonal Communication; *Learning Centers (Classroom); Parent Teacher Cooperation; Preschool Education

The classroom teacher in preschool special education must focus attention in several areas in order to create a smoothly operating and effective classroom environment. Because most of the learning experiences provided for young children are state. It attempts to identify entry points for a particular funding source, bridges to other funding options, and ways to avoid detours and stop signs that delay or deny reimbursement for assistive technology. Following discussions of the major financial assistance systems and their values, the workbook outlines 14 problem-solving challenges to expand understanding of what is possible with public and private funding. These challenges address the areas of interagency coordination, agency responsibility, private insurance, and others. The workbook also provides excerpts from relevant federal regulations and data on state allotments for assistive technology projects. The second part, "Outline of Federal Laws and Rules," describes specific sections of federal laws and rules relating to the Medicaid program, special education (including early intervention), and vocational rehabilitation (including supported employment) that are resources for assistive technology funding. This information covers mandatory and optional services, statutory and regulatory terms, program criteria supporting funding, program criteria serving as funding barriers, and eligibility criteria. (JDD)

ED 342 182 EC 300 941

Brodin, Jane, Ed.; Bjorck-Akesson, Eva, Ed.
Methodological Issues in Research in Augmentative and Alternative Communication. Proceedings from the International Society for Augmentative and Alternative Communication (1st, Stockholm, Sweden, August 16-17, 1990).
PUB DATE- 91
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Aids (for Disabled); *Communication Disorders; Elementary Secondary Education; Interaction; Intervention; Language Acquisition; Mental Retardation; Observation; Program Effectiveness; Program Evaluation; Qualitative Research; *Research Methodology; Research Needs; Research Problems; Severe Disabilities; Speech Communication; *Technology
IDENTIFIERS- *Augmentative Communication Systems; Single Subject Research Design

This conference proceedings document serves to establish the state of the art, highlight important methodological and conceptual issues, and identify priorities for future research in augmentative and alternative communication (AAC) systems. The document includes the papers from two opening presentations, issue papers and reactant papers, a summary of the discussion in each session, a short conclusion, and a compendium of biographical sketches of participants. Papers given in the opening presentations were "Dialogism and the Orderliness of Conversation Disorders" (Per Linell) and "Evaluating the Efficacy of AAC Intervention for Children with Severe Disabilities" (Stephen Calculator). Topics for the six sessions include: (1) challenges in conducting observational research to address interaction issues in the AAC field; (2) issues in the research and development of technical aids in AAC; (3) methodological challenges in applying single case designs to problems in AAC; (4) methodological issues in research with individuals with cognitive disabilities; (5) methodological issues in the study of language development for children using AAC systems; (6) and cross fertilization between speech technology research for disabled and nondisabled right to education, the right to equality of opportunity, and the right to participate in society. Strategies to improve the provision of special education are then outlined for the following areas: legislation, administrative support, educational provision, early childhood education, preparation for adult life, parental involvement, training, and research and development. (DB)

ED 342 200 EC 300 959

Baker, Betty
Personnel Preparation: Transition, Secondary and Correctional Projects. Fiscal Years 1989, 1990, 1991.
PUB DATE- 11 Dec 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Correctional Education; *Disabilities; Doctoral Dissertations; *Education Work Relationship; Financial Support; Government Role; High Schools; Occupational Therapy; Postsecondary Education; *Professional Education; *Pupil Personnel Services; Secondary Education; *Specialists; Teacher Education; *Transitional Programs; Trend Analysis; Vocational Rehabilitation
IDENTIFIERS- *Office of Special Education Programs

This document presents 72 abstracts of transition, secondary, and correctional personnel preparation projects supported by the Division of Personnel Preparation of the Federal Office of Special Education Programs during the fiscal years 1989, 1990, and 1991. The transition projects are grouped into three major categories: (1) special education transition projects (including training of transition specialists, vocational transition specialists, postsecondary transition specialists, and career education transition specialists); (2) related services transition projects (including vocational rehabilitation, occupational therapy, and paraprofessional training); and (3) doctoral and post-doctoral transition projects. A table shows trends in funding of transition projects (from a high of 46 in 1987 to a low of 18 in 1991). A summary table lists the projects by type and institution. Information provided for each project usually includes: institution name and address, project director, telephone number, competition and project title, project number, grant amount, grant period, project purpose/s, and proposed activities. A listing of new projects (with grantee institutions, titles, amounts, and ending dates) are listed separately for fiscal 1989, 1990, and 1991. (DB)

ED 342 201 EC 300 960

Cooper, David H.; Speece, Deborah L.
Project SEARCH: A Longitudinal Study of Primary Grade Students At-Risk for School Failure. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Failure; *At Risk Persons; Delivery Systems; Educational Methods; Evaluation Methods; Grade 1;

respect for others, and respect for the world around each individual are the major themes of the project as a whole, while five general constructs form the content of the scripts: (1) growth toward self-esteem; (2) concern for others as a source of self-esteem; (3) reverence for life and preservation of the resources which sustain it; (4) respect for and cultivation of diversity in self and others; and (5) the existence of inner choice. The programs themselves are made up of a number of segments, providing drama, comedy, songs, riddles, dances, and games, each of which is briefly described. (SR)

ED 342 220 FL 019 560

Villa Alegre Learning Guide: Series 300.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 196p.; For similar guides, see FL 019 561-562.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingualism; Educational Objectives; *Educational Television; English (Second Language); Games; Instructional Materials; Learning Activities; *Spanish; *Spanish Speaking; Vocabulary

This learning guide, covering the third series (65 shows) of the bilingual (Spanish/English) television series "Villa Alegre," describes its objectives and provides teaching materials drawn from each show for use as reinforcers for the concepts presented or as an adjunct to other educational activities. The content of the series is designed around five central themes or "strands." They are: (1) Communication; (2) Food and Nutrition; (3) Natural Environment; (4) Human-Made Objects; and (5) Human Relations. The programs are composed of 13 shows per strand. The description of each show contains five components: (1) the general message of the show and "what will be seen"; (2) cultural notes to provide background for the adult reader; 3) key language and vocabulary expressions; (4) games and activities; (5) a bibliographic footnote. Two concluding sections of the guide provide, respectively, the words and music of songs from each strand and a set of tear-out activity sheets. (SR)

ED 342 221 FL 019 561

Villa Alegre Learning Guide: Series 400.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 19p.; For similar guides, see FL 019 560-562.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingualism; Communication (Thought Transfer); *Educational Objectives; *Educational Television; English (Second Language); Environment; Games; Human Relations; Learning Activities; Nutrition; *Spanish; *Spanish Speaking; Vocabulary

This learning guide, covering the fourth series (13 shows) of the bilingual (Spanish/English) television series "Villa Alegre," includes a description of segments from the series that focus on the topics of: (1) communication; (2) food and nutrition; (3) natural environment; (4) human-made objects; and (5) human are complicated by publishers' technical printing and space problems. Contains 26 references. (LB)

ED 342 243 FL 020 103

Elementary School (K-8) Foreign Language Teacher Education Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Elementary Education; *FLES; Instructional Materials; *Language Teachers; Professional Associations; Professional Development; Program Implementation; Second Language Instruction; *Teacher Education Curriculum; *Teacher Educators; Videotape Recordings
IDENTIFIERS- *North Carolina

This curriculum, designed to improve elementary school foreign language teacher training, was developed jointly by school teachers and university educators in North Carolina. It is based on the successful practices of current elementary school foreign language teachers, translated into desired teacher competencies. Introductory sections describe the project's background and development, its structure, and the way in which the 14 teacher competencies were prioritized for integration into the curriculum design. The bulk of the guide is an outline of the components that make up each competency. In some cases, relevant instructional experiences, additional texts and readings, and suggested assessment strategies are specified. An 88-item bibliography is included. Appendixes contain the following: suggested implementation strategies for the curriculum; a brief description of the project; a list of foreign language journals and newsletters; a list of North American organizations and conferences dealing with elementary school language instruction; names and addresses of language resource centers; descriptions of videotape recordings for use in training; and a summary of the 14 teacher competencies forming the core of the curriculum. (MSE)

ED 342 244 FL 020 104

Wylie, Elaine, Ed.
Assessment of Proficiency in Japanese as a Foreign Language. Conference Proceedings of an International Working Group Sponsored by the Asian Studies Council (Canberra, Australia, June 12-14, 1990).
PUB DATE- Jun 90
NOTE- 144p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Air Transportation; Daily Living Skills; Employer Attitudes; Foreign Countries; Hotels; *Japanese; *Language Proficiency; *Language Tests; Oral Language; *Second Languages; Testing; *Tourism; Uncommonly Taught Languages
IDENTIFIERS- *Australia

The proceedings of a working group conference on proficiency testing of Japanese as a second language contain a brief background paper distributed to conference invitees, a list of items included in the pre-conference portfolio, an advance organizer of potential discussion topics, a 77-item annotated

ED 341 781 CE 060 227

Gregson, James A.; Bettis, Pamela J.
Secondary Trade and Industrial Education Work Values Instruction: Emancipatory or Indoctrinational?

PUB DATE- Dec 91
NOTE- 31p.; Paper presented at the American Vocational Association Convention (Los Angeles, CA, December 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Classroom Techniques; Critical Thinking; Educational Research; *Employment Potential; *Job Skills; Labor Force Development; Literature Reviews; Moral Values; Secondary Education; Teacher Effectiveness; *Teaching Methods; *Trade and Industrial Education; Trade and Industrial Teachers; *Work Attitudes; *Work Ethic
IDENTIFIERS- *Indoctrination; Virginia

Work attitudes and values taught by secondary trade and industrial instructors were identified through interviews with a sample of 50 trade and industrial instructors from 11 educational regions across Virginia. The study also assessed the attitudes and values as to whether they contributed to producing a compliant labor force or a critically thinking one and explored whether work values and attitudes were taught primarily through critical democratic or indoctrinational pedagogical strategies. In semistructured interviews, respondents identified work values and attitudes they taught to students, named a pedagogical technique they used to teach each work value or attitude, and described one event in which they believed they were effective in teaching work values and attitudes. Results indicated that successful secondary trade and industrial instructors taught work values and attitudes recognized in the vocational education literature and by employers as being most important. Findings did not support the contention that vocational educators use primarily indoctrinational strategies to teach work values and attitudes. Although reward structure and role modeling were used extensively, more democratic strategies, such as group discussion, one-on-one counseling, and role playing, were also frequently used. However, these more democratic teaching strategies were not necessarily emancipatory. (Appendixes include a list of 42 references and 2 data tables.) (YLB) on concerns about the impact of rapid social change on the well-being of older women and families in Latin American and the Caribbean and about effective programs that address the needs of the older populations. The first section includes three plenary papers: "Population Aging in Latin America and the Caribbean: Implications for Policy-Makers and Practitioners" (Margaret Joan Anstee); "The Current Situation, Limitations, and Potential Role of Social Security Schemes for Income Maintenance and Health Care in Latin America and the Caribbean: Focus on Women" (Carmelo Mesa-Lago); and "Informal Sectors of the Economy: Development Potential for the Aging" (Dunja Pastizzi Ferencic). The second section contains summaries of four workshops: (1) health promotion, prevention, and community-based care; (2) providing shelter; (3) improving the economic situation of older persons; and (4) new roles for older persons. Two additional papers offer cross-cultural views: "Empowerment of Older Women: Evidence from Historical and Contemporary Sources" (Elsa M. Chaney) with a summary of the subsequent discussion; and "Issues of Cross-Cultural Transferability of Model Programs for the Aged" (Luise M. Margolies). (KC)

NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Career Change; Career Development; Career Education; Career Ladders; *Careers; Competition; Employee Attitudes; Employer Employee Relationship; Foreign Countries; Individual Development; *Intergroup Relations; *Interpersonal Relationship; Job Development; Job Satisfaction; Organizational Climate; *Politics; *Promotion (Occupational); Quality of Working Life; Social Behavior; *Work Environment

This book is designed to help people develop an action plan to enhance their situation at work. Part 1 focuses on political behavior at work as a key to advancement. It discusses assessing career setbacks and recovery from them. Subsequent sections focus on the following areas of self-study that are necessary to enable the individual to manage office politics: (1) interpersonal relationships; (2) thinking politically; (3) the grapevine; (4) competition among work colleagues; (5) appropriate assertion; and (6) personality types. Two recurring situations and the wrong and right ways to handle the political aspects are described. Part 2 offers analyses of situations in which an individual participates regularly at work where political behavior is a natural part of the process: attending meetings, experiencing delegation, and going to social events involving work colleagues. Part 3 focuses on political skills development. Subject areas are conflict resolution, life stages recognition, identifying hindering people and gaining support. The book concludes with a list of tips and 13 references for further reading. (YLB)

Industrial Training; *Inplant Programs; *Job Training;
*Nontraditional Education; *School Business Relationship; Two
Year Colleges; Vocational Schools
IDENTIFIERS- *Customized Training; Indiana

Two forces define a real problem for industries struggling to retain or develop a place in a competitive world market: demographics and the rising level of necessary skills. An examination of Indiana population demographics shows a shortfall of approximately 140,000 workers. The majority of new jobs will require some postsecondary education. The new workforce is to be drawn from a part of society that has not traditionally been well served by public education or training. A solution may be found in state-established networks of postsecondary public vocational-technical colleges or schools offering associate degrees. These institutions are typically located throughout the state and within easy access to most population centers. The challenge for these institutions is to expand their services significantly at a time of diminishing or straight-line budgets. The answer may be industry-specific training and education developed by the college but delivered in the industrial facility. Instruction can be delivered by college instructional staff, company employees, or a combination of both. The Client Centered Model for curriculum development can be used both as a decision model through the project development stage and as a curriculum development tool for design and evaluation of the training. The most difficult part of the project may be maintenance of communication with all concerned. (14 references) (YLB)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Colleges; College School Cooperation; Computer Assisted Instruction; *Distance Education; Educational Media; Higher Education; *Interactive Video; Junior High Schools; *Media Selection; State Programs; *Teacher Education; Technology; Telecommunications; Trade and Industrial Education; Two Year Colleges

IDENTIFIERS- *Slow Scan Television; *Technology Education; Wyoming

The Wyoming Center for Teaching and Learning Network at the University of Wyoming (UW) investigated barriers to distance learning and implemented a system that circumvented or eliminated these barriers. One four-year college and seven community colleges chose to be interactively connected. Many UW faculty members, accustomed to delivering classes through a phone network or flying professor program, were not resistant to the concept. Compressed video had a cost advantage over the current commitment to the flying professor arrangement. Several ideas for using the compressed video network were explored: early observation of technology education classes; supervision of student teachers; cooperative development and delivery of courses; team teaching; and simultaneous delivery of course content on and off campus. Technical comparisons were made of three systems: Compression Labs, Videotelecom, and Picturetel. Strengths and weaknesses were compiled and an overall assessment made. University and middle school students evaluated the systems. A steering committee offered guidance during the hardware selection procedure. The Videotelecom system was selected because of the flexibility provided by the built-in computer, more cost-effective local vendor support for maintenance, and free software upgrades for the first year. Several local districts committed to installing compressed video systems. (YLB)

ED 341 877   CE 060 534

Locke, Don C.; Parker, Larry D.
A Multicultural Focus on Career Education. Information Series No. 348.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Career Counseling; Career Development; *Career Education; *Cultural Awareness; Cultural Background; Cultural Differences; *Cultural Pluralism; Ethnicity; Intercultural Communication; Minority Groups; *Multicultural Education; Population Trends

The purpose of this literature review is to illustrate the implications of cultural diversity for career education and development. Discussed first are census data demonstrating the rapid increases in population of such groups as Asians/Pacific Islanders, African Americans, Native Americans, and Hispanics. Differences in world view are explored next, with an explanation of how differences in Locus of Control and Locus of Responsibility are influenced by cultural heritage and life experiences. The relevance for diverse populations of career development theories based on a white male, middle-class population is questioned. Appropriate intervention methods for specific groups, the unique challenges facing culturally diverse women, and communication issues are discussed. The cross-cultural awareness continuum is presented as a tool career personnel can use to gauge their growth in intercultural competence. The levels of the continuum are as follows: (1) self-awareness; (2) awareness of one's own culture; (3) awareness of racism, sexism, and poverty; (4) awareness of individual differences; (5) awareness of other cultures; (6) awareness of diversity; and (7) career education skills/techniques. A system focus on cultural diversity involves two sets of strategies for improving career education/development programming: recommendations for multicultural program content and process strategies to improve multicultural competence. (SK)

(050)
DESCRIPTORS- *Clinics; Contraception; Elementary School Students; Elementary Secondary Education; Health Education; *Health Services; *School Health Services; Secondary School Students
IDENTIFIERS- *School Based Health Clinics

Since 1986, the Center for Population Options (CPO)/Support Center for School-Based Clinics (SBCs) has conducted an annual survey. Over time the SBC has become a prototype for other adolescent health service models. Perhaps the oldest is the school-linked clinic (SLC), a free-standing adolescent health clinic. Located away from the school campus, the SLC has the capability to serve youth who are not in school as well as youth from more than one school, while emphasizing its linkages with the schools. In order to identify SLCs, and in response to the suggestion that the SBCs in some states were underrepresented on the previous year's list, a survey of state departments of health was conducted. The SBC/SLC survey was then sent to 239 clinics, including 224 SBCs and 15 SLCs in February 1991. Results were analyzed for the following categories: schools served, sponsorship and funding, community involvement, clinic operations, clinic use, and staffing patterns. The results indicated that both SBCs and SLCs provided services to a wide range of grade levels and that nearly a quarter of SBCs provided services to students from more than one school. Results from the survey also indicated SLCs seem to have fewer restrictions compared to SBCs with regard to provision of services. (A special section is included on Michigan's teenage health centers.) (LLL)

NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Achievement; *Elementary School Students; Elementary Secondary Education; School Role; *Secondary School Students; *Self Esteem; *Success; Teacher Role

Success in school and in life is sometimes thought to depend on innate intelligence. However, student self-esteem is more highly correlated with student success than is intelligence quotient. There are many educational practices that are highly correlated with student self-esteem which can be grouped into three categories: teacher attributes and attitudes; classroom methods and techniques; and school environment. Teachers must accept students as persons of infinite worth and value, with absolute dignity as human beings worthy of the utmost respect. Classroom techniques and teaching methods that raise student self-esteem do so because they simultaneously raise student achievement. Self-esteem flourishes in schools that feel small, in which students feel that they belong to an important group, where individual membership is recognized and acknowledged, and in which they feel a sense of ownership. Two conclusions can be drawn about self-esteem. First, there are no neutral interactions between human beings. Every interaction with another individual affects self-esteem either positively or negatively. Therefore educators must be fully conscious of the power they have to affect students' self-esteem. Inadvertent or thoughtless actions may lower a student's perception of himself. Second, it appears that there must be significant restructuring of the educational system in order to allow and encourage the kind of school environment and personal interactions needed to promote self-esteem in students. (LLL) assessment is analyzed. It is shown that the results of intermediate and long-term follow-up studies--in contrast to studies in the same educational setting--provide only little evidence for the assumption that career maturity in school has substantial impact on later career adjustment. In this analysis it is pointed out that several factors are responsible for this situation, particularly deficiencies in the use of career maturity measures as predictors and shortcomings in the selection of criterion measures and in theory. In addition, it is suggested that further factors like self-concept orientation in choice and realization of career plans might function as mediating variables between career development in school and career adjustment. In the second part of the paper the results of two follow-up studies aimed at testing the empirical appropriateness of these assumptions, conducted on 223 apprentices and 172 university students, are reported. The findings correspond mainly with the theoretical expectations. Self-concept orientation appeared as the most important intervening variable. The consequences of the results for further research in this field are discussed. (Author)

Progress. NAEP Reading Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 92
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Literacy; *Reading Skills; *Reading Tests; *Test Construction; *Test Content; *Test Format
IDENTIFIERS- *National Assessment of Educational Progress

The Reading Framework for the 1992 National Assessment of Educational Progress (NAEP) contains the rationale for the aspects of reading assessed in 1992 and criteria for development of the assessment. Developed through a national consensus process as a part of an effort to move assessment forward, the framework presented in the booklet is more consistent with contemporary knowledge about reading and more relevant to the needs of education decisionmakers than earlier assessments. Chapters of the booklet are: (1) Development of the 1992 Reading Framework (with sections on steering committee guidelines and on considerations and principles); (2) The Design of the 1992 Reading Framework (with sections on a goal for reading literacy education; constructing, extending, and examining meaning; and constructing the assessment); and (3) Special Studies and Background Information (with sections on special studies of oral reading and response; portfolio and metacognition study; and with information for educational policy makers. Appendixes listing steering and planning committee members, and giving sample readings and test items for 4th, 8th, and 12th grades are attached. (RS)

stories to report on the serious social implications of illiteracy in America. Following an introduction, the report is presented in nine brief sections in telegraphic style. The sections are: (1) Why cover literacy? (2) Who will read literacy stories? (3) How not to cover literacy; (4) Effective approaches; (5) Fast facts about literacy; (6) List of resources; (7) Quotes; (8) List of workshop participants; and (9) Brief description of the Gannett Foundation. (SR)

ED 341 980 CS 213 123

Boser, Judith A.; And Others
Gender Differences: Let's See Them in Writing.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Graduates; Comparative Analysis; Higher Education; Program Evaluation; Questionnaires; *Sex Differences; *Writing (Composition); Writing Research; *Writing Skills
IDENTIFIERS- University of Tennessee; Writing Patterns; *Writing Style

Research has demonstrated differences in the ways in which males and females communicate both in speech and in writing. A study extended previous research on gender differences in written communication to adults. Follow-up questionnaires were mailed to 277 people who had completed teacher preparation programs at the University of Tennessee. There was a 71% return rate--149 females and 48 males responded. Students were asked open-ended questions about the strengths and weaknesses of the program. Responses were examined for length, style, ownership (of ideas, etc., as expressed by "I," "me," and so on), abbreviations, completeness of response, solution (proposed for program weaknesses), and program satisfaction. Females tended to write longer, more formal responses, to use ownership terms, and to feel obligated to respond to survey items. No significant differences between males and females were found in the use of symbols and abbreviations or in the offering of solutions to weaknesses. The study was unique in that it was based on the written communication of college graduates in a voluntary task. Differences in findings from those of other studies may be due to the experience and education of the participants. (Two tables of data are included.) (SG)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Critical Theory; *Hermeneutics; Higher Education; Interpretive Skills; Rhetorical Theory; Secondary Education; Theory Practice Relationship; *Writing (Composition); Writing Instruction
IDENTIFIERS- Public Discourse

In language which can be understood by ordinary people with college backgrounds, this book introduces philosophical hermeneutics (the interpretive theory of the humanities) to English teachers, with their role in writing instruction especially in mind. The book contrasts philosophical hermeneutics with other theories of interpretation and summarizes the chief ideas of Martin Heidegger, Paul Ricoeur, and Hans-Georg Gadamer. After setting forth the basic propositions of a hermeneutical rhetoric, the book presents a theory of the rhetoric, contrasting it with works of James Berlin and James Kinneavy, and outlines a hermeneutics-based approach to teaching that helps students find their own authentic voice by interpreting their world in talk and writing. A list of suggested readings, a glossary, and 57 references are attached. (RS)

This book provides about 130 short, easily-prepared activities to supplement the longer teaching procedures that make up the main body of an English course. Suitable for elementary to advanced levels, the activities presented in the book can serve as a quick warm-up for the students, an idea for a brief vocabulary review, a light filler to provide relief after a period of intense effort and concentration, a brief orientation activity to prepare for a change of mood or topic, or as a game or amusing item to round off the lesson with a smile. The process of each activity is described briefly, with examples, and in most cases, sample material for immediate use is provided. The book notes that almost all the activities can be student led. A 20-item bibliography lists books that contain other activities. (RS)

ED 342 021　　　　CS 213 205

Benjaminson, Peter
Publish without Perishing: A Practical Handbook for Academic Authors.
PUB DATE- 92
NOTE- 135p.; Reference & Resource Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Copyrights; Faculty Development; *Faculty Publishing; Higher Education; *Publishing Industry; *Publish or Perish Issue; Textbook Publication; *Writing for Publication
IDENTIFIERS- *Scholarly Writing

Providing a guide to academic authors with a manuscript in hand, this book explains the book publishing process step-by-step and provides examples of the actual experiences (good and bad) of academic authors. Chapters in the book are entitled: (1) It Doesn't Have to Be This Way; (2) Agents: Can't Live with'Em, Can't Live without'Em; (3) Collaboration: Do You Want to Do It Alone, or with Someone Else?; (4) Preparing Proposals; (5) Peer Review: A Long Walk on a Short One?; (6) Advances: It's What's Up Front That Counts; (7) Royalties: The King and Queenmakers; (8) Subventions: You Don't Pay, You Don't Play; (9) Copyright (Right) and Work for Hire (Wrong); (10) Indexes and Other Dangers; (11) Subsidiary Rights: The Biggest Part is Underwater; (12) Dealing with Editors and Other Strangers; (13) Will It Be in Bookstores? Will Anyone Know It's There?; (14) Reprints and Remainderings: There Is Life after Termination; (15) Was It Good for You Too? Do You Want to Do It again? With the Same Publisher?; (16) Don't Fight: Grieve, Arbitrate, or Mediate; and (17) Never Give Up: Publish without Perishing. Appendixes providing National Writers Union information and listbuilding areas of university presses are attached. (RS)

the Interpersonal Communication Apprehension subscale of the PRCA-24 (24-item version of the Personal Report of Communication Apprehension), was altered to create a pilot instrument to measure CA associated with interacting with faculty and advisors. Data were collected from 239 undergraduate students enrolled in communication studies classes at Texas Tech University. Results indicated that the Faculty/Advisor Communication Apprehension measure was internally reliable, measured a construct that was a component of CA as a general factor, and appeared to be a valid measure of the construct that was related to but different from the four previously established components of CA. Results also indicated, however, that the measure's predictive validity as to college dropouts is yet to be determined. (Two tables are included.) (PRA)

they are to survive and thrive. Section 2, "The Dynamic Company," highlights the driving force behind successful organizations. The final section, "Dynamic Schools," describes how these characteristics of dynamic businesses have been applied in the schools of Pasco, Washington. (RR)

ED 342 060 EA 023 564

Jefferson, Anne L.; McRuer, Glen
An International Comparison of Education Finance Systems.
PUB DATE- Oct 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Educational Economics; *Educational Finance; Educational Policy; Elementary Secondary Education; *Financial Policy; *Financial Support; Foreign Countries; Full State Funding; State Aid
IDENTIFIERS- Australia; Canada

Education finance and administration have been studied on the premise that the technical attributes of superior financial allocation schemes can indeed be identified. Given that they can, it follows that it should be possible to discern refinements that, once adopted, would enhance the practical functions of the allocation scheme. In this paper, an examination of the federal education finance systems of Australia, Canada, and the United States is presented in an effort to identify elements of schematic uniformity of each system. To facilitate this identification, the paper describes the education finance system in each of the three nations. It is concluded that it has been the interpretation and the application of the constitutional context of each country over the course of time that has shaped the dimensions of the respective national systems of education finance. The resulting profile provides evidence that the quest for an ultimately effective allocation scheme is not primarily influenced by sound analytical investigation but by prevailing political culture. (RR)

(Victoria, British Columbia, Canada, January 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Curriculum Design; Foreign Countries; High Schools; *High School Students; *School Holding Power; Student Attitudes; *Student Characteristics
IDENTIFIERS- *Australia (New South Wales)

High schools in Australia are increasingly expected to be effective in holding students at school to year 12 as well as in promoting achievement. Analysis of quantitative data gathered as part of a longitudinal study of 22 New South Wales (Australia) schools shows that schools differ in their holding power as well as in the achievement levels of their students. Differences remain (although the magnitude is reduced) when allowance is made for student background and the outcomes of the earlier years of secondary school. Information about students' attitudes to school and qualitative information from these schools about curriculum and organization indicate the sources of some of the observed differences between schools. Key elements of the paper concern the measures of school holding power, achievement, attitudes to school, and student background. The methodology is detailed and data is presented in tabular and graphical forms. (17 references) (Author/RR)

threat were failing to improve enthusiasm and preparing unsatisfactory lesson plans. Secondary teachers also had failure to improve enthusiasm as a major contributor, but added three other situations involving lateness for work, certification, and refusal to supervise students. Teacher effectiveness and morale could be enhanced if teachers thoroughly understood the reasons for possible termination. Included are several data tables and 10 references. (Author/MLH)

ED 342 102 EA 023 708

Lumsden, Linda S.
Stemming the Tide of Child Sexual Abuse: The Role Schools Can Play.
PUB DATE- Jan 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Responsibility; Board of Education Policy; *Child Abuse; Court Litigation; Definitions; Elementary Secondary Education; Interprofessional Relationship; *Legal Responsibility; Policy Formation; *Prevention; Program Evaluation; *School Personnel; *School Role; *Sexual Abuse; Theories

One reason all 50 states have passed laws requiring school personnel to report suspected child abuse is that the school may be the primary setting in which children interact on a regular basis with nonfamily members. Because teachers interact with children on a daily basis, they are particularly well positioned to spot unusual behaviors in students; however, unless they are provided with sufficient training in detecting and reporting all forms of abuse, their full potential in this area may not be realized. This report examines the role of schools in child abuse detection and prevention, focusing specifically on some of the unique problems and challenges associated with sexual abuse. Chapter 1 provides general information about child sexual abuse and clarifies some common misconceptions about this type of abuse. A number of factors that influence recognition and reporting behavior among school personnel are discussed in chapter 2. Chapter 3 focuses on areas that should be addressed in a comprehensive school child abuse policy, including procedures for handling cases of suspected sexual abuse of students by school staff. Sexual abuse prevention programs, and their effectiveness and evaluation are the topic of chapter 4. (46 references) (MLF)

Snyder, Richard H.; Achilles, Charles M.

If Crime Doesn't Pay, What About Education? (Or, It's Criminal How We Pay Educators).

PUB DATE- Mar 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adult Development; *Career Development; *Compensation (Remuneration); Developmental Stages; Elementary Secondary Education; *Incentives; Job Performance; Models; *Professional Recognition; Salaries

Findings from a study that designed a theoretical compensation system for school administrators incorporating concepts of career/work development and adult life stages are presented in this paper. Methodology involved: a literature review of compensation practices in education; a discussion of new forces in the field affecting considerations in compensation design; a description of theoretical models and their rationale, the development of a simulation to project comparisons between existing and alternative approaches, and some discussion of the potential of alternative compensation plans to influence recruitment and retention of existing labor force. Findings indicate that: (1) substantial research and theory support a reward system based on adult life stages and/or work and career phases; (2) an adult life stage compensation plan developed and paid annually over an individual's lifetime can benefit both the individual and the employing organization; and (3) an adult life stage system provides remuneration to employees during their most productive periods at salary levels that recognize their contributions to the school. Three tables and six figures are included. (20 references) (Author/LMI)

O'Brien, John
Down Stairs That Are Never Your Own: Supporting People with Developmental Disabilities in Their Own Homes.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Inst. on Community Integration.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 91
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; *Group Homes; *Independent Living; Models; Residential Programs; *Severe Disabilities; *Social Services; *Standards

The current standard in providing residential services for individuals with severe disabilities favors serving small groups of people with similar levels of assistance needs in ordinary housing units, which are owned or leased by nonprofit agencies, funded by a mix of federal and state funds, and employ shift workers who provide professionally defined programming targeted on increasing each resident's level of independence. A new standard is developing that emphasizes supporting people to live in their own homes. Two dangers threaten to compromise the new standard. Enthusiasts might dump people with developmental disabilities into squalid or dangerous dwellings in the name of getting people into their own places, or people who want to catch the wave of innovation might resolve the tension between vision and current practice by simply relabeling existing facility types as people's own homes. Steering between these two threats means pursuing an agenda shaped by considering three dimensions of what it means for people to have their own homes. People have their own homes when they experience a sense of place, when they or their agent control their home and the support necessary to live there, and when they occupy the valued role of home owner or tenant and thus build equity or credit through rent or purchase payments. (JDD)

dependent upon interaction with materials, attention must first be given to purchasing and gathering materials. Communication among team members (including families) within the preschool environment must also be considered. The physical layout of the classroom is an important influence on behavior and learning. Proposed learning centers include a block play area, dramatic play area, trough and science area, large motor area, art area, writing area, and library/listening area. Classroom management strategies should be established to ensure a safe learning environment for young children. Appendices contain a checklist of things that need to be done before school starts, a preschool philosophy statement, child information sheet, weekly newsletter sample, sample daily classroom schedule, sample floor plan, and other administrative materials. (JDD)

ED 342 163   EC 300 922

Spiegle-Mariska, Jan; Harper-Whalen, Susan
Forging Partnerships with Families. Module 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 91
NOTE- 33p.; A product of the CO-TEACH Preschool Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Advocacy; Child Rearing; Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Family Involvement; Family Role; Helping Relationship; *Interpersonal Relationship; *Parent Participation; Parent Role; *Parent Teacher Cooperation; Social Support Groups; Specialists; *Teamwork

This module presents the philosophical perspective that the fostering of family/professional partnerships is an integral part of effective service delivery to young children with disabilities. The module addresses the issues involved in nurturing the development of dynamic working relationships with families. The issues include: (1) understanding the impact of the child on the family; (2) establishing trusting relationships with families; (3) recognizing and utilizing parental expertise; (4) understanding the impact of intervention on the family system and individualizing family involvement; and (5) facilitating "parent to parent" and "family to family" support. Appendices contain a "wish list" of what parents want from early intervention professionals and a list of 17 suggested readings. (JDD) persons. (JDD)

ED 342 183   EC 300 942

Ensign, Arselia S., Ed.
Low Tech Solutions: A Place To Begin.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Dept. of Education, Lansing.
PUB DATE- Jan 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adaptive Behavior (of Disabled); Art Activities; *Assistive Devices (for Disabled); *Computer Oriented Programs; *Daily Living Skills; *Disabilities; Elementary Secondary Education; *Handicrafts; Home Management; *Interpersonal Communication; Microcomputers; Physical Disabilities; Play; Preschool Education; Problem Solving
IDENTIFIERS- Augmentative Communication Systems

This guide presents low tech solutions that have worked for some people with disabilities or their parents. Twenty-one ideas are offered to give children with physical disabilities more opportunities for play and art. Examples include recycling stuffed animals into puppets, punching a hole in top of playing cards to accommodate a mouth stick, and sewing velcro onto stretchy gloves and onto small toys to help little hands grasp them. Suggestions on using computers include placing keyboards and monitors in nontraditional, more accessible locations; highlighting keyboard keys with stickers; and creating more mouse drag for better cursor control. In the area of communication and academics, several specific suggestions are offered for making communication cards and boards. In working around the house, helpful techniques include using a vinyl jar opener to grip knobs, hooking a large loop of belting through a refrigerator handle so it can be opened using an arm rather than a hand, and angling a mirror over cooktops to permit seated cooks to see into pans. Several miscellaneous tips are also offered. (JDD)

Handicap Identification; High Risk Students; *Instructional Effectiveness; Intervention; Language Handicaps; Learning Disabilities; Longitudinal Studies; Mild Mental Retardation; Prevention; Primary Education; Profiles; *Referral; Risk; *Student Characteristics; Teaching Methods
IDENTIFIERS- Prereferral Intervention

This report presents four studies summarizing results of Project SEARCH, which attempted to identify characteristics of children at risk, apply risk analysis procedures, and identify effective educational practices. The first study examined the presence or absence of risk factors in 25 first graders (and 10 controls) referred by their teachers to teacher assistance teams. Resulting profiles were examined to determine degree of risk for referral. The second study examined instructional arrangements in first grade and assessed their effects on academic responses of students (N=67) at risk for failure and controls (N=58). Several specific arrangements were shown to be associated with either accelerated or decelerated rates of at-risk and control students' active, academic, or inappropriate responses. The third study examined the role of dynamic assessment measures in models of individual differences with 193 first grade children. Limited support was found for use of dynamic assessment task prompts in the prediction of academic achievement. The fourth study addressed the ontogeny of school failure in 112 first grade children, 63 of whom were considered at risk. Six clusters were empirically derived with three profiles representing atypical patterns suggestive of learning disabilities, mild mental retardation, and language problems. Appendixes include: a curriculum and methods questionnaire, a 1988 Project Search Update, and a listing of dissemination papers and presentations. (136 references) (DB)

relations. Each show is described according to two or more of the following elements: (1) general message; (2) "What will be seen"; (3) cultural notes to provide background for the adult reader; (4) key language and vocabulary expressions; and (5) source references. (SR)

ED 342 222 FL 019 562

Villa Alegre Learning Guide: Series 500.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 77
NOTE- 56p.; For similar guides, see FL 019 560-561.
LANGUAGE- Spanish; English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bilingualism; *Educational Objectives; *Educational Television; English (Second Language); Human Relations; Learning Activities; *Spanish; *Spanish Speaking; Vocabulary

This learning guide, covering the fifth series (26 shows) of the bilingual (Spanish/English) television series "Villa Alegre," provides a brief description of each show. Topics include: "Art All around Us"; "The Night Sky"; "Imaginary Friends"; "Sharing and Caring"; and "Why I Like Me." Each show is described according to: (1) general message; (2) "What will be seen"; (3) cultural notes to provide background for the adult reader; (4) key language and vocabulary expressions; and (5) source references. (SR)

list of bibliographies on second language testing, an additional unannotated 110-item bibliography, a brief list of relevant tests and scales, a conference schedule, a list of participants, and the following papers: "Towards the Development of Proficiency and Other Tests in Japanese as a Foreign Language in Australia" (D. E. Ingram); "Tourism Industry Needs and Priorities" (B. Kinnaird); "Employer Expectations" (R. McLeod); "Assessment of Proficiency Levels--Japanese Language: Relevance to the Hotel Industry" (J. K. Lambert); "Proficiency Levels for Japanese Speakers--Qantas Perspective" (S. O'Donnell); "A Brief Summary of the Interim Reports of Syllabus for the Japanese Language Proficiency Test (1989-90)" (K. Okuda); "Proficiency Testing" (T. Whalley); "Foreign Language Proficiency Assessment in the U.S." (D. V. Whipple and H. Kataoka); "Language Planning and the Testing of Japanese in Australia" (J. V. Neustupny); and "Designing Instruments To Measure Language Proficiency" (A. Davies and A. Brown). An outline of conference activities called "Daily Tasks and Outcomes," and a section describing specific project proposals resulting from the conference, with suggested timelines, staffing, costs, and funding sources, are appended. (MSE)

ED 342 245 FL 020 106

Bai, Jianhua
Theory to Practice: Developing Oral Proficiency.
PUB DATE- 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Cognitive Psychology; Information Processing; *Language Proficiency; Language Research; Linguistic Theory; Memory; *Oral Language; Second Language Instruction; Second Language Learning

This discussion of the development of oral proficiency in a second language first examines relevant research and then suggests guidelines for designing classroom techniques for teaching oral proficiency. Research in cognitive psychology is reviewed, focusing on information processing theory and forgetting theory. Research discussed in the area of second language acquisition includes optimal input, repeated practice, and positive affect. Four principles for oral proficiency development drawn from the research are: (1) repeated practice is necessary for fluency; (2) increased practice creates conditions for restructuring; (3) optimal practice activities should be comprehensible, interesting, relevant, challenging, and in sufficient quantity; and (4) optimal practice activities should be meaning-focused and communicative in nature. Eight characteristics of effective instruction based on these principles are outlined, and ways in which they can be incorporated into instruction for developing oral proficiency are suggested. The eight characteristics include the following: attainable and challenging objectives; learner understanding of content; varied context for linguistic patterns to be learned; spiraled sequencing; minimal correction; use of motivating games; combination of formal and informal settings for instruction; and periodic testing. A 23-item bibliography and instructional examples are appended. (MSE)

ED 342 246 FL 020 107

Bishop, Tom
Listen, Practice, Converse: A Communication Approach to Second Language Acquisition in the Torrance Unified School District. (A Japanese and Korean Bilingual Program Funded under Title VII of the Elementary and Secondary Education Act.) First Annual Evaluation Report.
PUB DATE- Sep 85
NOTE- 21p.; For more recent evaluation reports, see ED 282 409, ED 294 430, and ED 306 774.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Asian Americans; *Bilingual Education Programs; Cultural Education; Educational Objectives; Elementary Education; *English (Second Language); Inservice Teacher Education; Instructional Materials; Japanese; Korean; *Language Proficiency; Language Tests; *Limited English Speaking; Material Development; Parent Participation; Parent School Relationship; Program Evaluation; Self Esteem; Staff Development; Staff Utilization; Student Participation; Student Placement; Uncommonly Taught Languages
IDENTIFIERS- *Natural Language

A series of main goals and a number of secondary objectives for

ED 342 268 FL 020 135

Stroik, Thomas
The Path Containment Condition and Argument Structure.
PUB DATE- 88
NOTE- 36p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grammar; Language Research; Persuasive Discourse; *Phrase Structure; *Structural Analysis (Linguistics); Structural Linguistics; *Verbs
IDENTIFIERS- *Argument Research

The internal structure of verb phrases (VPs) are investigated. Using the Path Containment Condition, as developed by May (1985), to establish relations between quantified arguments, this study draws two conclusions about the structure of argument-relations within VPs. First, arguments have binary relations with projections of the verb, and second, verbal modifiers have more proximate D-structure relations with the verb than do the subcategorized arguments of the verb. Contains 18 references. (Author/LB)

ED 342 269 FL 020 136

Tilakaratne, Sunanda
Social Deixis in Sinhalese: The Pronoun System.
PUB DATE- 88
NOTE- 18p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Grammar; Interpersonal Relationship; *Pronouns; *Singhalese; *Social Status; *Sociolinguistics; Standard Spoken Usage; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Deixis; Sri Lanka

The pronoun system in Sinhalese, which is spoken in Sri Lanka, is examined based on a Sinhalese speaker's intuition and consultation with other native speakers. Spoken Sinhalese differs from the written language in having an entirely different pronoun system. Spoken Sinhalese provides a good example of social deixis because it encodes social relationships among the speech act participants. This paper shows both how the spoken pronoun system encodes proximity and social distance and how it is in agreement with the verb system in spoken Sinhalese. Examples illustrate that the first person pronouns do not differ according to social usage or any other variable, while the second person pronouns differ according to social class differences, and the third person pronouns may vary according to the proximity between the speaker and the referent. Contains 3 references. (Author/LB)

ED 342 270 FL 020 137

Obeidat, Hussein; Kapanga, Mwamba
The Behavior of Non-Terms in Shaba Swahili: A Relational Approach.
PUB DATE- 88
NOTE- 15p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.

ED 342 289 HE 025 248

Schlachter, Gail Ann
Directory of Financial Aids for Minorities, 1991-1993.
PUB DATE- 91
NOTE- 600p.; For the previous edition, see ED 304 965.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010)
DESCRIPTORS- American Indians; Asian Americans; Awards; Blacks; Directories; Eligibility; Ethnic Groups; Fellowships; *Financial Support; Graduate Study; Guides; Higher Education; Hispanic Americans; Information Sources; Minority Groups; Paying for College; Postsecondary Education; Reference Materials; Scholarships; *Student Financial Aid; *Student Loan Programs; Undergraduate Study

This directory completely revises and updates the previous edition, and contains nearly 2,000 references to scholarships, fellowships, grants, loans, awards/prizes, and internships available only to ethnic minorities. The programs described are sponsored by government agencies, professional organizations, corporations, sororities and fraternities, foundations, religious groups, educational associations, and military/veterans organizations. They are open to minorities at various levels (high school through postdoctoral) and provide support for education, research, travel, training, career development, or innovative effort. All areas of the sciences, social sciences, and humanities are covered. Detailed entries include the address and telephone number, and information on purpose, eligibility, duration, special features, limitations, number awarded, and deadline date for each program. The entries are arranged in six categories by type of program (scholarships, fellowships, loans, grants, awards, and internships) and each category is further divided into five minority groupings (minorities in general, Asian Americans, Black Americans, Hispanic Americans, and Native Americans). Indexes are provided for sponsoring organizations, program titles, subjects, geographic coverage, and deadline dates. Additional features include a list of state sources of educational benefits and an annotated bibliography of general financial aid directories. Also included are several indexes. (GLR)

ED 342 290 HE 025 261

Matkin, Ralph E.; Riggar, T. F.
Persist and Publish: Helpful Hints for Academic Writing and Publishing.
PUB DATE- 91
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authors; *College Faculty; Creative Writing; Faculty Promotion; *Faculty Publishing; Higher Education; Periodicals; Productivity; Professional Development; Publications; Publishing Industry; Publish or Perish Issue; Research; Revision (Written Composition); Scholarly Journals; Writing Attitudes; Writing Difficulties; *Writing for Publication;

ED 342 307 HE 025 278

Cunningham, James J.
Black Administrators as Managers in Higher Education.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the National Conference of the Research Association of Minority Professors (11th, Houston, TX, February, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; Administrator Qualifications; Administrator Responsibility; *Administrator Role; *Administrators; Administrator Selection; *Black Colleges; Black Leadership; Black Population Trends; *Blacks; Black Students; Black Studies; Demography; Futures (of Society); Higher Education; Leadership Training; Management Development; Racial Relations

The Black administrator, whose role in higher education has been important historically in predominantly Black colleges and universities and also within predominantly White institutions, will become even more important in the future as demographics and technology continue to change. In general, Black administrators have been given responsibility at predominantly White institutions but not the corresponding power. Too often the Black administrator's role is to trouble-shoot with Black students and the Black community. The future of the historically Black institutions will depend on the leadership of their administrators. The role of administrators at these institutions has included many "positions" integral to the school. Given the changing demographics in higher education, institutions must spend effort and money on developing the administrators of the future. Programs designed to promote the development of strong leaders center on equipping administrators to rethink and expand their vision of the academic mission, renew their sense of intellectual confidence, overcome isolation, and deepen their understanding of leadership's demands. It is less and less possible for top administrators to rise from the faculty. Administrators must have training in the many facets of institutional leadership. Consequently, institutions must support the development of Black administrators for positions of real authority. Included are 15 references. (JB)

ED 342 308 HE 025 279

Nacoste, Rupert Barnes; And Others
Affirmative Action and the Formation of Informal Interracial Groups on the College Campus: Report to the Spencer Foundation. Reporting Period: August, 1990-July 1991.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Affirmative Action; *Black Youth; College Admission; College Desegregation; College Students; Higher Education; Interpersonal Relationship; Opinions; Qualifications; Racial Bias; *Social Behavior; Social Influences; *Student Attitudes; Whites

This paper reports on a study designed to investigate how white

ED 342 327 HE 025 301

Task Force 2000: Final Report.
PUB DATE- 1 Apr 90
NOTE- 239p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Activities; Athletics; *Colleges; College Students; Educational Finance; *Educational Trends; Enrichment Activities; Enrollment Trends; *Extracurricular Activities; Futures (of Society); Higher Education; *Long Range Planning; Recreational Facilities; Social Organizations; Sociocultural Patterns; Student Interests; Student Organizations; *Student Unions; Trend Analysis

This report brings together demographic projections, social trends, projected changes in the context of American higher education, and the anticipated needs of an increasingly diverse student population in an effort to offer guidelines for college union and student activity professionals looking to the 21st century. The report contains a reproduction of the charge to the committee authorized to produce this document, an introductory essay, six essays by diverse authors, and a set of recommendations. The first, introductory essay by J. William Johnston, describes the current and expected changes in higher education, the importance of education in current society, and the importance of out-of-class activity in the college experience. The other essays making up the report include the following: "The Changing Educational Environment," by J. Thomas Eakin; "Funding for College Unions and Student Activity Programs," by Robert Lundal and Thomas Levitan; "Student Activities and Programs," by James Osteen and Thomas Levitan; "The College Union of the Future," by Mary Yates and Frank Canavit; "The Arts in the College Union," by Vance G. Safley; and "Professional Preparation and Staffing," by Barry Wilson. A final section presents conclusions and recommendations. Each essay includes several references. (JB)

ED 342 328 HE 025 302

Primary Care Physicians: Financing Their Graduate Medical Education in Ambulatory Settings. A Report of a Study by a Committee of the Institute of Medicine, Division of Health Care Services.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.; Josiah Macy, Jr. Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 285p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Financial Policy; Financial Problems; Futures (of Society); *Graduate Medical Education; Health Services; Higher Education; Income; Policy Formation; *Primary Health Care; Program Costs; Student Costs
IDENTIFIERS- *Ambulatory Health Care

This report is the result of a study by a committee charged with developing strategies for financing graduate medical education (GME) for primary care (general internal medicine, general pediatrics, and family practice) practitioners in ambulatory settings. Historically, systems of financing for most physicians in GME have favored inpatient and specialty

ED 342 346 HE 025 321

The Role of Urban Universities in Economic and Community Development. Hearing before the Subcommittee on Policy Research and Insurance of the Committee on Banking, Finance, and Urban Affairs. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 92
NOTE- 90p.; Serial No. 102-84. Portions contain small, marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Cooperation; *Community Development; *Economic Development; Educational Legislation; *Federal Legislation; Federal Programs; Hearings; Higher Education; Institutional Cooperation; *School Community Programs; *School Community Relationship; *Urban Improvement; Urban Universities
IDENTIFIERS- Congress 102nd; *Urban Grant University Program

At the hearing recorded in this document, which was held at the University of Alabama in Birmingham, Alabama, testimony and prepared statements were received concerning the role of urban universities in economic and community development, with special attention to other forms of incentives that the Federal Government could be providing to city/university partnerships over and above those contained in the Urban Grant University Program. Additionally, testimony was heard from representatives of the city of Birmingham and the University of Alabama about projects taking place in that city. Among those providing prepared statements and/or giving testimony were the following: William Bell, Chairman, Committee on Economic Development, Birmingham City Council; Michael Dobbins, Director, Department of Urban Planning, City of Birmingham; Cleveland Hammonds, Superintendent of Schools, City of Birmingham; Jim Harrison, President, Association of Urban Universities; and Kenneth Roozen, Vice President for Research and University Affairs, University of Alabama at Birmingham. Among the additional materials included are articles from the Reader's Digest and The New York Times concerning university/community partnerships in community development. (GLR)

ED 342 347 HE 025 322

Keough, Kristin
Current Funds, Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1981-89. E.D. TABS.
PUB DATE- Mar 92
NOTE- 36p.; Portions contain small print. For the the 1980-88 report, see ED 336 053.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Colleges; Comparative Analysis; Data Analysis; *Expenditures; Higher Education; *Income; Postsecondary Education; Private Schools; Public Schools; *State Federal Aid; Trend Analysis; Tuition; Two Year Colleges; Universities

This report presents analyses of financial data collected from higher education institutions, accredited at the college level by an agency recognized by the Secretary of Education, in the 50 states and the District of Columbia. Among the findings are the following: (1) the rate of increase for total revenues of all institutions of higher education outpaced inflation from fiscal year 1981 through fiscal year 1989, increasing by 9.5

ED 342 366 IR 015 397

Chiang, Belinda
A Guide to Programming Function Keys for the NOTIS System. Preliminary Edition.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Coding; *Database Management Systems; Information Technology; *Integrated Library Systems; *Keyboarding (Data Entry); *Library Automation; Library Personnel; Library Technical Processes; *Online Systems; *Programing
IDENTIFIERS- *NOTIS Online Software

Originally written for use by Queens College Library (New York) Technical Services staff members, this manual is designed to increase efficiency and accuracy through the programming of function keys to execute commonly used NOTIS acquisitions and cataloging functions. The manual provides suggestions for expediting NOTIS operations based on IBM InfoWindow 3472 display terminals. It is noted that applications to other functions such as serials control and circulation can be developed easily based on the basic procedures provided here. The report is divided into four chapters: (1) suggestions and recommendations for the implementation of defined function keys; (2) orientation to important keys for programming and using function keys; (3) basic instructions for programming and using function keys; and (4) examples of programming complex multiple screen sequences based upon Queens College workflow and procedures. (DB)

ED 342 367 IR 015 398

Schoech, Dick; And Others
Integrating Technology into Service Delivery (ITSD) Project: Final Report.
SPONS. AGENCY- Texas Planning Council for Development Disabilities, Austin.; Texas Rehabilitation Commission, Austin.
PUB DATE- Dec 90
NOTE- 81p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Community Programs; *Computer Networks; Computer Software Development; Computer System Design; Databases; *Delivery Systems; *Developmental Disabilities; Electronic Mail; Microcomputers; Public Support; *State Programs
IDENTIFIERS- Texas

The emerging field of assistive technology offers employment and independent living for people with disabilities. However, agency staff, people with disabilities, and their guardians often spend substantial time finding appropriate technological solutions. The integration of technology into the existing service system is needed to maximize scarce resources. Based on Texas's long history of exploring technology for people with disabilities, funds were awarded in 1985 on behalf of the Texas

ED 342 386 IR 015 421

Baker, Cathleen, Ed.; Tahk, F. Christopher, Ed.
Graduate Education and Training for the Archives Conservator.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Dec 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; Curriculum Development; Degrees (Academic); Higher Education; Planning; *Preservation; Professional Training; *Records Management; Scholarship Funds
IDENTIFIERS- State University of New York Coll at Buffalo

The National Endowment for the Humanities Planning Project investigated if and how the graduate education and training of archives conservators could provide the nation with the well trained professionals who are urgently needed to care for the mass of paper documents and other artifacts that constitute the records of the nation's past. The Planning Project brought together a national Planning Project Panel comprised of archivists, preservation administrators, archives conservators, and conservation educators who met for 3 days in August 1989 at Buffalo State College, New York. Based primarily on the work of the panel, this report: (1) defines the role of the archives conservator; (2) states the underlying philosophy and goals of the educational training components that should be included in archives conservation training leading to a graduate academic degree based on the above definition; (3) develops an archives conservation curriculum by structuring it to work in conjunction with a well-established graduate, degree-granting art conservation training program, and describing the mutual benefits to be realized by this arrangement; and (4) outlines the faculty, facilities, and funding that would be required to implement and maintain the proposed archives conservation curriculum (with particular reference to the Art Conservation Department at Buffalo State College). Appended materials include a proposed organizational structure of the art conservation training department with the archives program included, a proposed schedule for establishing the archives program, a program budget, physical plant requirements, and art conservation course descriptions. (Author/DB)

ED 342 387 IR 015 423

Spencer, Linda; Van Wingen, Rachel
The Regional Approach to Information Sharing: The U.S. Environmental Protection Agency's Experiences in Southern Africa and Eastern Europe.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developing Nations; Economic Development; *Environmental Research; Foreign Countries; *Information Dissemination; Information Networks; Information Technology; International Programs; *Physical Environment; Regional Cooperation; Scientific and Technical Information; *Technology Transfer

ED 342 404 IR 053 923

The Library Media Program: A Maryland Curricular Framework.
PUB DATE- 91
NOTE- 51p.; Prepared by the Maryland Library Media Framework Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Integrated Library Instruction; *Curriculum Development; Elementary Secondary Education; Guidelines; *Learning Resources Centers; *Library Instruction; Library Skills; Objectives; Program Implementation; School Libraries
IDENTIFIERS- Maryland

This publication provides guidelines designed to assist Maryland library media administrators and specialists in planning, developing, and implementing kindergarten through twelfth grade library media programs. It provides a broad outline from which local systems may construct library media programs integrated with other curricular units. The guide is organized into four parts: (1) the Philosophy; (2) Goals and Subgoals; (3) Illustrative Objectives; and (4) the Curriculum Development Process. The first part defines the philosophy of the school library media program and describes its relationship to society, the learner, and the school curriculum. The second part presents the goals and subgoals of the school library media program, i.e., statements of desired outcomes derived from the philosophy which bring direction and clarity to the program. Expectancies, which further delineate the scope of the goals and subgoals, are also described. The third part presents some sample objectives showing how the goals and subgoals may be treated at particular learning levels. The final part describes how to develop and use goals, subgoals, and objectives in the preparation of library media scopes and sequences that encourage integrated instruction. The following materials are appended: an example of a local sequence; sample curriculum framework matches for art, English/language arts, math, physical education, science, and social studies; a library media curriculum match matrix; a glossary; examples of how required Maryland competency objectives can be placed in the library media framework by local school systems; and the names and addresses of the Maryland Library Media Curriculum Task Force. (MAB)

ED 342 405 IR 053 924

Martin, Thomas J.; And Others
Provision of Library Service for Blind and Physically Handicapped Individuals in New England from a Central Facility. A Paper for Discussion with the State Librarians of Connecticut, Maine, Massachuestts, New Hampshire, Rhode Island, and Vermont.
PUB DATE- 6 Jan 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Braille; Budgets; Federal Programs; *Library Facilities; Library Personnel; *Library Services; *Operating Expenses; *Public Libraries; Special Libraries; State

DOCUMENT RESUME

ED 342 423 JC 910 382

Walleri, Dan, Ed.; And Others
Effectiveness and Student Success: Transforming Community Colleges for the 1990's. Proceedings from the Conference. (Toronto, Ontario, Canada, June 24-26, 1990).
PUB DATE- Mar 91
NOTE- 386p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Planning; College Role; Community Colleges; Educational Improvement; Faculty Development; International Education; Models; *Outcomes of Education; Resource Allocation; *School Effectiveness; *Student College Relationship; Two Year Colleges; Two Year College Students

The 27 papers included in this proceedings report focus on various aspects of institutional effectiveness and student outcomes. The papers are: (1) "Assessment Update: Ends, Means and Results" (Banta); (2) "The Top Ten Issues Facing America's Community Colleges" (Lorenzo and Banach); (3) "Assessing Institutional Effectiveness in Continuing Education and Economics/Community Development" (Cosgrove); (4) "Assessing the College Mission" (Quinley); (5) "Planning for Student Success: What Counts with the Community College Faculty?" (Gerber and Aspinwall-Lamberts); (6) "Innovative Research Strategies for Evaluating and Enhancing Student Success" (Gratton, Tichy, and Walleri); (7) "Therapeutic Leadership" (Anthony and others); (8) "Finding Higher Ground: Strategic Planning for Effecting Positive Student Outcomes" (Griffin and McClenney); (9) "The Effectiveness Process: How Policy, Strategic Dollars, and Institutional Involvement Evolved into Key Outcomes" (Grey and others); (10) "Program Review: The First Step toward Resource Allocation" (Davis and Moss-Brooks); (11) "Measuring the Effectivness of the Transfer Function" (Bers, Seybert, and Friedel); (12) "Improving College Effectiveness through International Education" (Harper and Finley); (13) "Improved Student Services through Improved Customer Satisfaction" (LaVista, Peterson, and Regan); (14) "Monitoring Instructional Effectiveness Using Critical Success Factors" (Hudgins and Cannon); (15) "Instructional Quality Assurance" (Herder and others); (16) "Melding Quality and Effectiveness Initiatives: A Dialogue of Self and Soul" (Watson and Folkers); (17) "Process to Product: Dallas County's Approach to Development of Strategic Goals and Measures of Effectiveness (Tucker, Pool, and Stegall); (18) "Institutional Effectiveness Improved through Meeting Accreditation Criteria and Performance Funding Standards" (Bowyer); (19) "2020 Vision: The EICCD Moves into the 21st Century" (Blong and Friedel); (20) "Support Program for Part-Time Faculty" (Bradwish-Miller); (21) "Hands-off Administration: An Oxymoron That Works" (Bers, Storinger, and Lockwood); (22) "Developing a Climate to Promote Collegiality among Faculty and Staff" (Amos and Cameron); (23) "Measuring Mandated Institutional Performance in New Jersey: A National Model" (Messina and Fagans); (24) "Improving the Effectiveness of Student Development Services" (Lightfield and Reynolds); (25) "Effectiveness and Student Success in the Community College: Assessment of Student Learning and Development" (Johnson); (26) "Directions and Strategies for Ontario Community Colleges: Results of Vision 2000 (Rundle); and (27) "Employers Speak Out" (Aspinwall-Lamberts. (JMC)

ED 342 440 JC 920 122

Head, Ronald B.
Employer Survey Results for the PVCC Graduating Class of 1989-90. Research Report No. 2-92.
PUB DATE- Feb 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Education Work Relationship; *Employer Attitudes; *Job Performance; Job Satisfaction; *Job Skills; Questionnaires; Tables (Data); Two Year Colleges
IDENTIFIERS- Piedmont Virginia Community College

In 1992, a survey was conducted of the employers of 49 1989-90 graduates of Piedmont Virginia Community College (PVCC) who had previously given permission for their employers to be contacted. Of the employers surveyed, 33 completed and returned valid surveys, for a response rate of 67.3%. Results of the survey included the following: (1) approximately 90% of the employers rated PVCC graduates as good or excellent in the categories of cooperation with fellow workers, cooperation with supervisors, technical job skills, and quality of work, and over 80% rated the graduates as good or excellent in the two remaining categories of quantity of work and attitude toward work; (2) of the graduates whose employers returned valid surveys, 38.7% had indicated previously that they intended to pursue their current jobs as long-range careers; (3) 22.6% of the graduates whose employers returned surveys had indicated they were very satisfied with their jobs, while 67.7% were satisfied and 9.7% were not very satisfied; (4) for the most part, neither a positive nor a negative correlation between job satisfaction and employer evaluations was evident; (5) employers tended to feel that PVCC graduates had better general skills than most employees; and (6) the majority of the employers felt that PVCC was better than most institutions with respect to both occupational education and training and general education. Appendixes provide employer evaluations and comments, job titles of graduates whose employers completed surveys, participating employers, an authorization form, and the survey instrument. (JMC)

ED 342 441 JC 920 123

Kirch, Ann
Strategies for Success: Cooperative Learning Groups in Writing Classes.
PUB DATE- 15 Nov 91
NOTE- 21p.; Paper presented at the Conference of the North Texas Community/Junior College Consortium (Dallas, TX, November 15-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Writing; Class Activities; Community Colleges; *Cooperative Learning; Group Discussion; Group Dynamics; *Grouping (Instructional Purposes); Higher Education; Student Evaluation; *Teaching Methods; Two Year Colleges; *Writing Instruction

Using cooperative learning techniques in writing classes requires

ED 342 458 JC 920 146

Cheng, Xing; And Others
Assessing the Educational Attainment of Proprietary Students from National Data.
PUB DATE- 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *College Choice; *Educational Attainment; Enrollment Influences; Longitudinal Studies; National Surveys; *Outcomes of Education; Postsecondary Education; *Proprietary Schools; Student Educational Objectives; Two Year Colleges

A study was conducted to identify the factors influencing students' decision to enroll in a privately controlled "vocational, trade, business, or other training school" and the educational attainment of these proprietary school students. Databases derived from the National Longitudinal Study of the High School Class of 1972 and High School and Beyond were used in the analysis. The average socioeconomic status scores increased from the proprietary sector to the community college to four-year institutions, indicating differential compositions of students' family background in different types of postsecondary institutions. Students' and their mothers' educational aspirations were the most influential factors in the students' choices of postsecondary education and proprietary school students' aspirations were lower than those of community college and four-year college students. Most proprietary school students did not reach the level of a two-year degree, and those who eventually attained a two-year degree or beyond were very likely to be high aptitude students. On a theoretical level, the study confirmed the assumption that functionalism describes the societal role of four-year institutions somewhat better than that of proprietary schools. In the functionalist argument, social mobility has taken place as a result of an enormous equalization of educational opportunity. But the class-reproductionist model, in which the socioeconomic status of one's parents had a direct and significant impact on how well one is educated, fits the role of proprietary schools better. (Author/AC)

ED 342 459 JC 920 147

Hanna, Kathryn L.
Meeting Students' Needs on the Titanic: Lessons Learned While Closing a Campus.
PUB DATE- 3 Mar 92
NOTE- 12p.; Paper presented at the National Conference on Successful College Teaching and Administration (Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; College Planning; *College Transfer Students; Program Descriptions; *School Closing; Student College Relationship; Student Needs; Student Personnel Services; Transfer Programs; Two Year Colleges; Universities
IDENTIFIERS- *University of Minnesota Waseca

In March 1991, the Regents of the University of Minnesota voted to close the two-year campus at Waseca (UMW) campus effective

ED 342 478 PS 020 333

Macdonald, C. A.
School-Based Learning Experiences. A Final Report of the Threshold Project.
PUB DATE- 90
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Design; Curriculum Problems; Educational Assessment; Elementary Education; English (Second Language); Foreign Countries; *Language of Instruction; *Learning Experience; Second Language Instruction; *Student Centered Curriculum; *Teacher Student Relationship; Teaching Models; *Teaching Styles
IDENTIFIERS- *Bophuthatswana; *South Africa

One of the aims of the Threshold Project was to examine the school-based learning experiences of children in lower primary grades in Southern African schools, particularly in relation to the changeover to English as the medium of instruction. Ethnographic observations were conducted in two Primary Education Upgrading Project (PEUP) schools and two other schools. Chapter 1 of the Threshold Project report discusses background information, the project's rationale, research methodology, and theories of culture and education. Chapter 2 compares subject-centered and child-centered instruction and describes current PEUP teaching as an indigenous mixture of the two. Chapter 3 analyzes the PEUP situation in terms of four tasks of teaching: mastery, coverage, management, and the generation of positive affect. Chapter 4 focuses on the lower primary curriculum, including the teaching of Setswana, English, and Afrikaans, and other content subjects. Weaknesses in the teaching of Tswana and English are discussed, as are the management of group work, prevailing physical conditions, and available resources. Chapter 5 focuses on teacher values, the cultural role of the child, the child in the classroom, the significance of child-rearing patterns, an indigenous theory of childhood, the role of questions in adult-child communication, and cognitive development through peer relations. Chapter 6 suggests the further development of the local teaching style and curricular changes. Finally, chapter 7 makes recommendations regarding further research and development. (AC)

ED 342 479 PS 020 335

McGilvary, Linda; Penrose, Pat
Living Happily with Television.
PUB DATE- Sep 91
NOTE- 9p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Cartoons; *Critical Viewing; Dramatic Play; *Fantasy; Foreign Countries; *Mass Media Effects; Parent Materials; *Pretend Play; Sex Role; Television Commercials; *Television Viewing; *Violence; Young Children

ED 342 498 PS 020 371

School Readiness Act of 1991. Report to Accompany S.911. Senate, 102d Congress, 1st Session.
PUB DATE- 2 Aug 91
NOTE- 27p.; Calendar No. 212.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; *Comprehensive Programs; Educationally Disadvantaged; Federal Aid; *Federal Legislation; Federal Programs; *Financial Support; Preschool Education; *School Readiness; Transitional Programs
IDENTIFIERS- *Project Head Start

The School Readiness Act of 1991 (S. 911) amends the Head Start Act to expand the availability of the comprehensive health, educational, nutritional, and social services of Head Start to all eligible children and their families by 1997. This senate report on S. 911 begins by affirming the effectiveness of high quality early childhood development programs in preparing children for school while noting that funding is below the level that would be needed to serve all eligible children. Section II provides a description and funding history of Project Head Start, highlighting the effects of inadequate funding coupled with demands to expand enrollment. Section III presents the views of the Committee on Labor and Human Resources on appropriation levels, a new Head Start Transition Program to facilitate the smooth transition of disadvantaged children from Head Start to elementary education, American Indian and migrant programs, infant and toddler programs, full-day services, and Head Start Facilities. Section IV provides a cost estimate for the School Readiness Act of 1991, indicating that appropriations for the program would be $3 billion in 1992, $4 billion in 1993, $5 billion in 1994, $6 billion in 1995, and $7 billion in 1996. Current appropriations, pay-as-you-go considerations, and costs to state and local governments are also discussed. Section V looks at the regulatory impact of the bill and Section VI provides a section-by-section analysis. Finally, Section VII presents the Head Start Act and highlights all new or amended sections. (AC)

ED 342 499 PS 020 372

Mangione, Peter L.
Links to Success: New Thinking on the Connections between Preschool, School, and Community. A Regional Symposium. Proceedings Paper (October 1991).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Developmental Continuity; *Educational Testing; *Elementary Secondary Education; Kindergarten; Parent Participation; Parent School Relationship; *Preschool Education; School Community Relationship; *School Readiness; School Readiness Tests; Student Placement; *Transitional Programs

These proceedings present five papers and other highlights of a symposium held to stimulate efforts to provide continuity and support for children and families in transition from early

ED 342 516 RC 018 304

Henderson, Allison; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information 1987-88. Volume 2: Achievement.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 90
NOTE- 242p.; For Volume 1, see RC 018 303.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Annual Reports; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; *Mathematics Achievement; *Migrant Education; Migrant Youth; Participation; *Reading Achievement; *State Surveys
IDENTIFIERS- ECIA Chapter 1 Migrant Programs

This report presents national summaries and state-by-state descriptions of the types and results of achievement information submitted by state educational agencies on the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program for the 1987-88 school year. Thirty-six states (out of 49) provided statewide achievement information for the regular term, using various types of test results. Norm-referenced tests were used in 30 states, while nine states used criterion-referenced tests, and two states used locally-developed instruments. In the summer term, 17 states (out of 46) provided statewide achievement information. Although the format for presenting data varies, states provided data by school term, grade, subject area, and testing schedule. Appendix A presents the methodology used to review the 1987-88 State Performance Reports submitted by the states. Appendix B provides state-level tabular displays of achievement information, by grade, for those states reporting regular-term achievement results, expressed in normal curve equivalent scores, using a pretest-posttest norm-referenced model. Appendix C provides a brief description of norm- and criterion-referenced testing. This report contains numerous tables and figures. (KS)

ED 342 517 RC 018 352

Arizona Commission of Indian Affairs Annual Report, 1989-90.
PUB DATE- Nov 90
NOTE- 61p.; Contains dark print or broken type. For an earlier report, see ED 297 913.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Reservations; *American Indians; State Agencies; State Programs; Taxes; *Tribes
IDENTIFIERS- Arizona; *Arizona Commission of Indian Affairs; *State Tribal Relationship; Tribal Government

This annual report describes the activities of the Arizona Commission of Indian Affairs for 1989-90. Objectives and accomplishments are outlined for each of several major goals: (1) studying the financial impact made by Indians on Arizona's economy; (2) creating awareness of major issues affecting state and tribal governments, particularly health care, education,

ED 342 534 RC 018 486

Fitzgerald, Doris F.; And Others
Developmentally Appropriate Whole Language the Whole Way: Addressing the Literacy Problem for At-Risk Students.
PUB DATE- 19 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Graduate Study; Higher Education; *High Risk Students; *Inservice Teacher Education; *Literacy; Reading Instruction; *Rural Schools; *Teacher Attitudes; *Whole Language Approach

This report describes graduate courses in the whole language approach offered by Lander College to 10 rural school districts in South Carolina. The whole language approach is seen as a way to meet the educational needs of rural at-risk students. In the first course on the whole language approach, 10 early childhood teachers engaged in workshops on the theoretical and research bases for the whole language movement. Teachers used journals with invented spelling, a shared literature event, classroom response circles, class books, language experience stories, and a message board. At the conclusion of the course, four of the teachers were successfully operating whole language classrooms. Other courses offered to elementary through high school teachers were developed under guidelines from the South Carolina State Department of Education. Teachers in these courses expressed concern about a lack of administrative support for whole language and teacher accountability for skills development, driven by published school test scores. As the teachers participated in courses they became more adept at teaching skills in the context of literature and social conversation. At the secondary level, teachers need to be introduced to the whole language approach as an alternative. They also need to work with new delivery systems involving grouping and cooperative learning. There must also be administrative support of changes in methods and delivery systems. At Landers College a whole language course has been proposed to improve the language skills of its college students. (KS)

ED 342 535 RC 018 487

Chalfant, James C.; And Others
Teacher Assistance Teams: Supporting At-Risk Students in Rural Areas. A Three Year Plan.
PUB DATE- 19 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; *High Risk Students; *Management Teams; Rural Schools; Special Education; State School District Relationship; *Statewide Planning; *Team Training
IDENTIFIERS- *Arkansas; Teacher Collaboration

ED 342 552 RC 018 504

Sullivan, Michael E.; Leary, Paul A.
Perceptions of Rural School Administrators of the Role and Function of Special Education Administrators.
PUB DATE- 18 Mar 91
NOTE- 14p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Mail Surveys; Principals; *Role Conflict; *Role Perception; Rural Schools; *Special Education; Superintendents
IDENTIFIERS- West Virginia

This study examined expectations, with respect to the role of the special education administrator, held by key administrative personnel within West Virginia's rural school systems. Surveys were sent to all county superintendents, all county special education administrators, and a randomly selected sample of 150 school principals, resulting in 202 responses from a total of 260 individuals surveyed. The survey instrument consisted of 40 specific task descriptions organized and assigned to 7 types of administrative activity. Respondents were asked to rate the perceived performance and the perceived importance of the tasks. Significant differences were found: (1) between special education administrators and principals regarding the perceived performance of 19 tasks; (2) between special education administrators and superintendents regarding the perceived importance of 2 tasks; (3) between special education administrators and principals regarding the perceived degree of importance of 17 tasks; (4) between special education administrators and superintendents regarding the perceived degree of importance of one task. These differences imply potential areas of conflict among rural special education administrators, superintendents, and principals. The greatest potential for conflict exists between the special education administrator and principal. Implications for administrative endorsements and organizational structures are discussed. (KS)

ED 342 553 RC 018 505

Bull, Kay S.; And Others
Minority Dropouts: Do Rural, Urban, and Suburban Administrators Perceive Causes Affecting Minorities as Priority Items?
PUB DATE- 18 Mar 91
NOTE- 16p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Dropout Characteristics; Dropouts; High Schools; Mail Surveys; *Minority Groups; Rural Education; *Rural Urban Differences; *Sociocultural Patterns; *Socioeconomic Influences

This study compared the perceptions of a national sample of urban, suburban, and rural administrators (N=891, a 72% response) about minority dropout indicators to what current

ED 342 570 RC 018 523

Morris, Randy; And Others
Supported Employment for Students At Risk within Rural Settings.
PUB DATE- 17 Mar 91
NOTE- 7p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; *Disabilities; *Employment Services; *Entrepreneurship; Job Placement; Rural Areas; Secondary Education; Special Education; *Supported Employment; *Transitional Programs; Vocational Rehabilitation; *Work Environment
IDENTIFIERS- *Black Hills Special Services Cooperative SD; South Dakota

This paper describes transitional programs developed by Black Hills Special Services Cooperative (BHSSC) to meet the needs of disabled students in rural areas. In cooperation with other public and private agencies, BHSSC provides comprehensive vocational rehabilitation services and community living programs to help individuals with severe disabilities enter and maintain employment. The entrepreneurial model was implemented by BHSSC to create and operate new businesses that employ special education students in an integrated work environment. The integrated work environment provides non-handicapped individuals as appropriate role models for handicapped students. This model has been implemented in four sites and has served approximately 150 special education students. The sites include textile manufacturing, furniture manufacturing, and wood working. Since BHSSC is the employer, the work environment is accommodating to meet the students' unique needs that cannot be met in a private business. Preliminary data suggest that the entrepreneurial model may be a viable approach to providing employment opportunities in rural areas for disabled students. This model also demonstrates that properly supported workers with handicapping conditions can be profitably employed in rural areas. (LP)

ED 342 571 RC 018 524

Williams, Ellen U.; And Others
A Teacher Training Mentor Model in Rural Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 17 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; Higher Education; Interprofessional Relationship; *Masters Programs; *Mentors; Rural Education; *Special Education Teachers; Teacher Selection
IDENTIFIERS- *Rural America Institute for Special Educators

University training programs and public school systems must address the development of beginning teacher assistance

ED 342 588 RC 018 578

Cohen, Michael J.
Connect with Nature: Regenerate Personal and Global Balance.
PUB DATE- Oct 91
NOTE- 9p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emotional Experience; *Experiential Learning; *Multisensory Learning; Natural Resources; *Outdoor Education; *Sensory Experience
IDENTIFIERS- *Nature

To attain global and personal health, modern people must learn modern techniques and rituals that enable them to think, feel, and act in concert with nature's ways. In nature and outdoor education, the individual must acknowledge senses and feelings as facts. Over 53 pervasive senses of, by, and from nature have been identified. Some of those senses are hunger, thirst, compassion, place, nurturing, color, community, space, sex, and language. These senses connect us with nature. We tend to devalue nature's sensory gifts to the point that we don't recognize their contribution to our personal lives. We see senses as uncivilized, subjective, and immaterial. Our natural senses regulate and balance our systems; however, our indoor upbringing separates us from nature. When devoid of suppressed balancing signals from our many natural senses, we become cultural objects, programmed soldiers of our civilization's unchecked conquest of nature. We excessively violate ourselves, each other, and nature to obtain band-aids for our injured senses. Some ways leaders and counselors can connect themselves and others with nature are by: (1) acknowledging that our deeper feelings are a shared experience with the natural world; (2) labeling sensations and feelings by calling them nature; (3) helping people directly re-connect their senses to nature's ways; and (4) offering guided, unmediated contact with nature for education and stress management. (KS)

ED 342 589 RC 018 579

Hanna, Glenda
Bridging the Gap: Linking Adventure and Environmental Education.
PUB DATE- Oct 91
NOTE- 7p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Adventure Education; *Course Content; *Environmental Education; *Experiential Learning; Foreign Countries; *Junior High Schools; Outdoor Education; *Teacher Education
IDENTIFIERS- Alberta

This paper discusses ways to link components of the adventure

ED 342 609 SE 052 000

Black Achievers in Science, Teachers Guide.
PUB DATE- 88
NOTE- 36p.; Contains some colored pages which may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Blacks; *Career Awareness; Career Choice; *Career Planning; Computer Science; Curriculum Guides; Elementary Secondary Education; Mathematics; Physical Sciences; *Role Models; Science Education

In this guide, 16 historical and contemporary black scientists and engineers are highlighted as role models. Four scientists are represented in each of four technical fields: life sciences (Ernest E. Just; Harvey M. Pickrum; George W. Carver; Patricia S. Cowings); physical science (George R. Carruthers; Percy L. Julian; Walter E. Massey; Warren M. Washington); mathematics and computer science (Fern Y. Hunt; David H. Blackwell; Marc R. Hannah; Benjamin Banneker); and engineering (Lewis H. Latimer; Norman R. Bliss; Christine M. Darden; Raphael C. Lee). Backgrounds of the men and women described include academia, industry, and government. The biographies include information about the scientists' educational background, professional achievements, and attitude towards their work; they also tell how these "black achievers" overcame tough challenges, highlighting qualities such as family background, determination, curiosity, and love of their chosen field, and other interests. Following each set of biographies is a career path chart for the technical area represented and each of these charts present information needed in planning for a career in science. As an aid in understanding the chronological ordering of these "black achievers" a reproducible timeline has been included, beginning with Benjamin Banneker (b.1731) and progressing to the present. Resource listings for professional organizations, publications dealing with careers, and publications used in producing this booklet are supplied. (KR)

ED 342 610 SE 052 003

Reaching Higher: A Problem-Solving Approach To Elementary School Mathematics.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; Maryland State Higher Education Commission, Annapolis.
PUB DATE- 90
NOTE- 40p.; Support also provided by the Western Maryland College.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Fractions; Inservice Teacher Education; *Learning Activities; Manipulative Materials; Mathematics Education; Preservice Teacher Education; Probability; *Problem Solving; Statistics; *Teaching Methods; Videotape Cassettes

This booklet is the print component of a Title II-funded package designed to enhance elementary school mathematics instruction through a problem solving approach that promotes mathematics

ED 342 628 SE 052 255

Role of National Laboratories in Science, Mathematics and Engineering Education. Hearing before the Subcommittee on Energy Research and Development of the Committee on Science, Space, and Technology. House of Representatives, One Hundred First Congress, First Session (May 15, 1989).
PUB DATE- 90
NOTE- 405p.; Several reprints contain small print. No. 90.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Engineering Education; *Government Role; *Hearings; Higher Education; Inservice Teacher Education; Mathematics Education; Science Education; *Student Recruitment
IDENTIFIERS- Congress 101st; *National Laboratory System

The programs developed by the U.S. Department of Energy and the National Laboratories to lure an untapped well of students into scientific fields and to increase the number of qualified scientists coming into the research environment are described. The witnesses of this hearing are from the Department of Energy and the National Labs; the outside organizations who will develop and administer the programs; teachers who face a lack of resources, materials, and interest on the part of students; other educators; and students who are currently participating in Department of Energy and Oak Ridge National Laboratory Programs. Witnesses include: (1) Alvin W. Trivelpiece, director, Oak Ridge National Laboratory, Oak Ridge, Tennessee; (2) Robert W. Springer, director, Division of Educational Programs, Argonne National Laboratories, Argonne, Illinois; (3) Manuel Perry, human resources planning and development, Lawrence Livermore National Laboratory, Livermore, California; (4) William F. Willis, chief operating officer, Tennessee Valley Authority, Chattanooga, Tennessee; (5) Marjorie G. Bardeen, program director, Friends of Fermilab, Fermi National Accelerator Laboratory, Batavia, Illinois; (6) Jon M. Veigel, president, Oak Ridge Associated Universities, Oak Ridge, Tennessee; (7) Lee L. Reidinger, director, the Science Alliance and Professor of Physics, University of Tennessee, Knoxville, Tennessee; (8) Bernard W. Benson, Tennessee Academy of Sciences, director of the Center for Environmental, Energy, and Science Education, University of Tennessee, Chattanooga, Tennessee; (9) Ronald B. Cox, dean, School of Engineering, University of Tennessee, Chattanooga, Tennessee; (10) Vivian Prentice Brown, science teacher, Model High School, Rome, Georgia; (11) Robert Rogers, Hamilton County Department of Education, Chattanooga, Tennessee; (12) Geraldine T. Farmer, science consultant, Tennessee Department of Education, Nashville, Tennessee; (13) Jennifer A. Ethridge, student, Roanoke College, Salem, Virginia; (14) Teresa E. Kowalski, student, California University of Pennsylvania; and (15) Miguel Rodriguez-Velez, student, University of Puerto Rico. (KR)

ED 342 629 SE 052 257

Chi, Michelene T. H.; And Others
Learning in a Non-Physical Science Domain: The Human Circulatory System.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 91

ED 342 646 SE 052 500

Resnick, Lauren B.; And Others
Thinking in Arithmetic.
PUB DATE- 90
NOTE- 26p.; In: Means, Barbara, Ed., Knapp, Michael S., Ed. Teaching Advanced Skills to Educationally Disadvantaged Students. Final Report. p135-157, March 1991.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arithmetic; Classroom Environment; *Educationally Disadvantaged; Grade 1; Grade 2; Instructional Design; Instructional Innovation; Intuition; Mathematical Logic; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Models; Primary Education; *Problem Solving; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Learning Research and Development Center; Mathematical Thinking; Problem Posing

This paper discusses a radically different set of assumptions to improve educational outcomes for disadvantaged students. It is argued that disadvantaged children, when exposed to carefully organized thinking-oriented instruction, can acquire the traditional basic skills in the process of reasoning and solving problems. The paper is presented in three sections. The first discusses the intuitive basis for early mathematical reasoning, describing the reasoning about amounts and sizes of material that preschool children do without measurement or exact numerical quantification as "protoquantitive" reasoning. The integration of protoquantitative schema and counting, the first step in making quantitative judgements, is discussed. The second section discusses six principles for a reason-based arithmetic program: (1) develop children's trust in their own knowledge; (2) draw children's informal knowledge, developed outside school, into the classroom; (3) use formal notations as a public record of discussions and conclusions; (4) introduce key mathematical structures as quickly as possible; (5) encourage everyday problem finding; and (6) talk about mathematics, don't just do arithmetic. The final section presents the results of the program. Two cohorts of first- and second-graders were evaluated by the California Achievement Test (CAT) on reading and mathematics achievement with an experimental group and a control group at each level. The intervention group in mathematics rose from about the 25th percentile to the 70th percentile and maintained that level into the second year of the program. The paper concludes that an interpretation- and discussion-oriented mathematics program is an effective instructional approach, suitable for children not socially favored, and provides mathematics classroom activities that exercise reasoning skills. (MDH)

ED 342 647 SE 052 501

Silver, Edward A.; And Others
Sense-making and the Solution of Division Problems Involving Remainders: An Examination of Students' Solution Processes and Their Interpretations of Solutions.
PUB DATE- 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

ED 342 663 SE 052 610

Chaney, Bradford, Comp.; And Others

Survey of Mathematics and Statistics Departments at Higher Education Institutions. Higher Education Surveys Report. Survey Number 5.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- Dec 90

NOTE- 86p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; *Course Selection (Students); Enrollment; *Experimenter Characteristics; *Faculty Recruitment; *Higher Education; Mathematics Education; *Researchers; Statistical Surveys; *Teacher Characteristics; Teacher Qualifications

The purpose of this survey report is to provide national estimates on the types of students served, the characteristics of faculty used at different instructional levels, the availability and qualifications of teaching and research staff, student enrollment in mathematics/statistics courses, types of degrees offered, and problems in resources encountered by faculty for mathematics and statistics departments at higher education institutions. Prescreened departmental representatives from responding units, in most cases the chairperson, provided assessments in terms of both quantitative and qualitative data. The document includes: (1) an introduction about the background for this survey and the survey universe and respondents; (2) descriptions of mathematics and statistics programs in terms of degrees offered and the nature of the courses of study; (3) faculty teaching characteristics and degree attainment, recruitment statistics, and data on research priorities and teaching satisfaction; (4) frequency data on problem perception within mathematics and statistics departments; (5) differences among the various types of institutions; and (6) appendices with detailed tables, technical notes on survey methodology and reliability, and the survey questionnaire used for this report. (JJK)

ED 342 664 SE 052 611

Chaney, Bradford; And Others

Plant Biology Personnel and Training at Doctorate-Granting Institutions. Higher Education Surveys Report. Survey Number 13.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

PUB DATE- Dec 90

NOTE- 80p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Biology; *Botany; *Doctoral Programs; Females; Financial Support; *Full Time Faculty; Graduates; *Graduate Students; Higher Education; Horticulture; Minority Groups; Needs Assessment; Plant Pathology; Postdoctoral Education; Science Education; *Surveys

A survey instrument was sent to all doctorate-granting

ED 342 682 SE 052 894

Calculators and Computers. NAEPfacts.
PUB DATE- Mar 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; *Computer Assisted Instruction; *Computers; *Educational Assessment; Elementary School Mathematics; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Mathematics Achievement; Mathematics Education; *Mathematics Tests; National Programs; Secondary School Mathematics; State Programs
IDENTIFIERS- *National Assessment of Educational Progress

Calculators were used in the 1990 National Assessment of Educational Progress (NAEP) of 4th-, 8th-, and 12th-grade public school and private school students and in the Trial State Assessment of 8th-grade public school students. Before they were tested, all of the students were trained briefly in how to use the equipment. NAEP collected information about whether students understood how to use a calculator, as well as when to use one. NAEP also questioned and collected information from students, teachers, and administrators about the availability and use of calculators and computers in schools and about school policies related to their use. Presented in this fact sheet are: (1) the rationale for the use of technology in the mathematics classroom; (2) a discussion about the survey results concerning the use of calculators in the mathematics classroom; (3) a discussion about the survey results concerning the use of computers in the classroom; (4) tables of summary statistics about students' understanding of when to use a calculator, students' report on ways they use a calculator, and schools' reports on the availability of computers; and (5) questions to stimulate further discussions among teachers, principals, administrators, parents, and other interested citizens concerning the use of technology in the mathematics classroom. (JJK)

ED 342 683 SE 052 896

Jones, Lee R.; And Others
The 1990 Science Report Card. NAEP'S Assessment of Fourth, Eighth, and Twelfth Graders.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 176p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Course Selection (Students); *Educational Assessment; Elementary Secondary Education; Females; Grade 4; Grade 8; Grade 12; Minority Groups; National Surveys; Noncollege Bound Students; Parent Background; *Science Curriculum; Socioeconomic Status; *Student Attitudes; Student Experience; *Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- *National Assessment of Educational Progress; *Science Achievement

This report from The Nation's Report Card provides further information about students' lack of preparation in science, the Torrance School District (California) bilingual education program are outlined and their attainment assessed. The objectives apply specifically to Japanese and Korean students of limited English proficiency in four elementary schools. The goals envision the following outcomes: increased English language proficiency among program participants; reclassification of students as fully English proficient after instruction with the natural language approach; increased self-esteem through participation in a minimum number of cultural events; development of a continuum of language learning for the natural language approach; development and acquisition of instructional materials in reading and language arts; development and evaluation of testing materials; development of parent education materials; increased parent awareness of and participation in school activities; instructional staff inservice training in the natural approach to second language acquisition; and employment of a part-time resource teacher to coordinate activities. For secondary objectives, specific implementation activities and outcomes are noted. (MSE)

ED 342 247 FL 020 108

Melanges pedagogiques 1990 (Pedagogical Miscellany 1990).
PUB DATE- 90
NOTE- 125p.
LANGUAGE- French
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Architectural Education; Child Language; *Cross Cultural Training; Cultural Awareness; Deafness; Elementary Secondary Education; English (Second Language); Error Analysis (Language); Foreign Countries; French; Independent Study; In Plant Programs; *Learning Strategies; Professional Education; Second Language Instruction; *Second Language Programs; *Second Languages; Written Language
IDENTIFIERS- *Authentic Materials

This issue of an annual publication on second language teaching contains nine articles. All but one of the these is written in French; each paper, however, is preceded by an English-language abstract. The articles are as follows: "Des cultures, des pubs" ("Cultures, Advertising") (Sophie Bailly, Isabelle Tolle); "Construire son apprentissage: Compte-rendu d'une experience d'auto-apprentissage avec soutien en anglais pour des etudiants en architecture" ("Report of an Experiment in Teacher-Assisted Self-Directed Learning of English for Architecture Students") (Sophie Bailly, Gilles Petitdemange); "Essai d'analyse des erreurs dans les productions ecrites de jeunes enfants sourds" ("Use of Error Analysis in the Written Production of Young Deaf Children") (Jacqueline Billant); "Une experience d'enseignement du FLE en entreprise: Bilan et perspectives" ("An Experiment with Corporate French Second Language Instruction: Statement and Perspectives") (Emmanuelle Carette-Ivanisevic); "Des documents authentiques, pour quoi faire?" ("Authentic Documents, What Use?") (Henri Holec); "Qu-est-ce qu'apprendre a apprendre?" ("What Is Learning to Learn?") (Henri Holec); "Evaluation et competence culturelle: Bilan d'une experience avec un groupe d'apprenantes norvegiennes" ("Evaluation and Cultural Competence: Report of an Experiment with Norwegian Learners") (Dominique Lecomte); "Assessing the Self-Directedness of Foreign Language Learners" (Harvey Moulden); and "Des cultures, des regards" ("Cultures, Outlooks") (Charles Trompette). (MSE)

ED 342 248 FL 020 109

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; *Grammar; *Sentence Structure; *Structural Analysis (Linguistics); *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Relativization

The behavior of non-terms in Shaba Swahili is examined within the framework of relational grammar. Shaba Swahili is peculiar because it reflects a complex linguistic situation; its population consisted of people coming from different ethnic and cultural backgrounds. The behavior of Shaba Swahili non-terms is discussed with reference to several syntactic processes, such as passivization, relativization, raising, and the interaction of these processes in simple as well as complex sentences. It is argued that non-terms behave exactly like terms. The following conclusions are drawn: (1) non-terms in Swahili can be relativized and passivized; (2) non-terms, like terms, can undergo direct passivation and relativization; i.e., they can be promoted directly to subject position; (3) non-terms can relativize between sentences in complex passive and relative clauses and still control agreement in the embedded clause; (4) passivization and relativization of non-terms move the whole locative/instrumental phrase; and (5) a resumptive pronoun is obligatorily restrained only in cases that involve relativization of instruments. Contains 22 references. (Author/LB)

ED 342 271 FL 800 000

Hemmendinger, Anna
Two Models for Using Problem-posing and Cultural Sharing in Teaching the Hmong English as a Second Language and First Language Literacy.
PUB DATE- Mar 87
NOTE- 102p.; Master's Thesis, St. Francis Xavier University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Acculturation; Adult Literacy; Adult Students; Classroom Techniques; *Cultural Awareness; *English (Second Language); Evaluation Methods; Foreign Countries; Hmong; *Hmong People; Illiteracy; *Literacy Education; *Native Language Instruction; Program Design; Refugees; Second Language Instruction; Self Esteem; Teaching Models; Uncommonly Taught Languages
IDENTIFIERS- Freire (Paulo); *Problem Posing (Freire)

Two models for teaching fluency and literacy in English as a Second Language (ESL) and native language literacy are described and the effectiveness of these models is demonstrated. Both models use cultural sharing and problem-posing as a basis for language learning. The objectives of these teaching models are to use language learning as a vehicle for helping pre-literate individuals solve their own problems within the new society, and to enable them to decide what aspects of their past and present culture to retain or reject. Each of these objectives is met through students sharing their past cultures with one another and discussing the difficulties they are encountering in the new culture. A discussion demonstrates how the methods, approaches, and activities used in each model are congruent with theoretical assumptions, and provides a critical analysis of the models and of the advantages and disadvantages of each of the various methods and

Writing Improvement; *Writing Strategies
IDENTIFIERS- Publisher Role

This book describes a variety of publication experiences and reflections and offers guidelines on academic writing for college and university faculty to increase productivity and achievement in the "publish or perish" academic world. Chapter 1 defines academic writing and compares its characteristics with teaching. Chapter 2 discusses why colleges and universities favor faculty publication activities when making retention, tenure, and promotion decisions. Chapter 3 helps set the stage for the writing process by addressing its controllable environmental aspects. Chapter 4 discusses habits of successful publication. Chapter 5 provides easy-to-follow tips for publishing in newsletters. Chapter 6 explains publishing in scholarly journals. Chapter 7 reviews how to publish monographs and technical reports. Chapter 8 tells potential authors what they need to know about the book publishing process, discussing the industry in general, book publishing in particular, preparing proposals, negotiating contracts, and working with editors. Chapter 9 examines alternative outlets for creative writing. Chapter 10 discusses many benefits that authors reap from their efforts, including unexpected notoriety and recognition from outside the writer's professional field. Includes 6 tables, 23 figures, an index, and an annotated bibliography of over 125 items. (JB)

ED 342 291 HE 025 262

Wickremasinghe, Walter, Ed.
Handbook of World Education. A Comparative Guide to Higher Education & Educational Systems of the World.
PUB DATE- 91
NOTE- 898p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Cultural Differences; *Educational Development; Educational History; Educational Methods; *Educational Trends; Elementary Secondary Education; *Foreign Countries; Higher Education

This handbook presents individual overviews of the major aspects of the educational systems of about 100 countries with an emphasis on higher education. Each chapter, written by a scholar from that country, gives a descriptive, overall view of that country's education system and organizes the information into four sections: background, primary and secondary education, higher education, and issues and trends. The background sections provide a historical perspective on the country's educational development. Primary and secondary education sections include information on educational administration, curriculum, examinations, funding, and policy. The sections on higher education describe institutions, governance, undergraduate study programs, advanced study programs, research, fields of study, admission policies, duration of studies, student facilities, costs, funding, faculty, and other important aspects. The countries included are as follows: Afghanistan, Algeria, Argentina, Australia, Austria, Bahamas, Bahrain, Bangladesh, Barbados, Belgium, Belize, Benin, Botswana, Brazil, Bulgaria, Burkina Faso, Burundi, Canada, Central African Republic, Chile, China (People's Republic), China (Taiwan), Columbia, Cook Islands, college students' naive beliefs about affirmative action admission policies might negatively influence the likelihood of their interacting with their black student peers. It was noted that many institutions are not open about exactly how their affirmative action admissions policies work with the consequence that white students do not understand and make incorrect assumptions about how affirmative action students were admitted. Using a program of experimental research for testing variants of the social distance hypothesis, two studies were carried out. The first study measured white students' beliefs about student racial ambivalence and found that students who believed that affirmative action students were underqualified showed reluctance to associate with black students. In the second experiment students were organized by levels of racial ambivalence and by beliefs about beneficiaries' qualifications with results showing that white students chose to associate with black students more if they believed that they were qualified. Overall, the findings indicated that the formation of informal groups was influenced by procedure-based beliefs about the extent to which affirmative action leads to the selection of qualified or unqualified black students. Included are 4 tables and 29 references. (JB)

ED 342 309 HE 025 280

Roodt, Joan; And Others
Study Opportunities at Universities and Possible Initial Occupations 1990/1991. Research Finding MN 133.
PUB DATE- 90
NOTE- 195p.; A product of the Institute for Labour Economics Research.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admission Criteria; Afrikaans; Degree Requirements; *Degrees (Academic); *Education Work Relationship; Employment Opportunities; Employment Qualifications; English; Foreign Countries; *Higher Education; Language of Instruction; *Occupational Information; Occupations; Professional Education
IDENTIFIERS- *South Africa

This guide contains indexed lists of study opportunities in South African universities that relate to occupations that might be open to persons with various degrees, diplomas or certificates. In the first of two sections in the guide, opportunities for study and employment related to "first qualifications" are listed as follows: index of fields of study for which study opportunities are available; particular degree programs by field of study; index of occupations available to those with first qualifications; index of institutions offering programs of study. The second section of the guide concerns "advanced qualifications" and arranges entries as follows: field of study for which advanced degrees are available; actual degree programs at particular institutions; index of institutions offering advanced degrees. For both sections the descriptions of actual degree programs at particular institutions list the name of the institution, the language medium (English or Afrikaans), the duration of the program, the entry qualifications, subjects required, the admissions criteria; and the application deadline; the descriptions in the first section also list the possible occupations for those completing the program. An appendix provides the addresses of institutions mentioned in the guide. (JB) education, making it difficult for primary care practitioner students to receive increased training in ambulatory settings. The study consisted of two meetings; at the first meeting, a program for a workshop was developed. At the second meeting, the workshop was implemented (April 18-19, 1989), with over 50 participants. The resulting recommendations are presented in the report's three chapters. The first, "Concerns about Primary Care Residency Training," outlines concerns about the production of primary care physicians to meet the nation's future requirements. Chapter 2 is titled "Costs and Revenues for Primary Care Residencies in Ambulatory Settings." Chapter 3, "Options and Recommendations for Financing Graduate Medical Education for Primary Care Physicians in Ambulatory Care Settings," lays out the committee's recommendations and discusses existing barriers to financing and criteria for evaluating policy options. Appendix A contains the workshop program and proceedings. Appendix B contains four additional papers commissioned by the group: "The Cost of Graduate Medical Education in Outpatient Settings" (Judith R. Lave); "Financing of Medical and Graduate Medical Education: Issues in Primary Care Education Support" (Ruth S. Hanft); "Financing Graduate Medical Education in Primary Care: Options for Change (Sandra C. Peinado and John M. Eisenberg); and "Financing Primary Care Residency Training: Examples and Lessons from Successful Programs" (Robert A. Walkington). (JB)

ED 342 329 HE 025 303

Getting Ahead in Oregon: Expanding Higher Education Opportunities for Minorities and Nontraditional Students. Hearing before the Subcommittee on Regulation, Business Opportunities, and Energy of the Committee on Small Business. House of Representatives, One Hundred Second Congress, First Session (Portland, OR).
PUB DATE- 17 Jun 91
NOTE- 75p.; Serial No. 102-29. Portions of document contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; Adult Students; Community Colleges; Educational Change; *Federal Legislation; Futures (of Society); Hearings; *Higher Education; Labor Education; Labor Force; Labor Force Development; Labor Market; Labor Problems; Labor Supply; *Minority Groups; *Nontraditional Students; Retraining; State Universities; Student Financial Aid
IDENTIFIERS- Congress 102nd; *Oregon

As part of a series of field hearings examining the issue of education reform and the preparedness of the work force, testimony was heard on the need to expand higher education opportunities for minorities and nontraditional college students. Oregon, in particular, faces these questions because the state's economy is expected to change from timber-based to business-based in the coming decade. Such an economy will demand an educated workforce. The following witnesses testified: Deborah Nowlen-Hodges, a displaced homemaker and graduate of Project Independence, at Portland Community College; Terrence Taylor, a student at Portland State University; Robert Baugh, manager, Workplace Innovation; Mary Cohn, Tektronix, Inc.; Robert Frank, acting provost, Portland State University; Delsie Gilpin, student, Dislocated Workers Project; Andrew P. Lippay, of Cascade Steel Rolling Mills, Inc.; Daniel Moriarty, president, Portland Community College; Eva Parsons, of Cellular One; Dan Saltzman, vice chair, board of directors, Portland Community College; Glenn Shuck, labor percent; (2) although revenues from federal sources increased, they declined as a percentage of total revenues between 1981 and 1989, a decline that affected private, and to a lesser extent, public institutions; (3) state government funding for public institutions has declined as a percentage of total revenues from 45.6 percent in fiscal year 1981 to 42.5 percent in fiscal year 1989; (4) tuition and fees are a higher percentage of total revenues for private than for public institutions, although the proportion of revenue from tuition and fees has increased more in the past two years for public than for private institutions; and (5) sales and services have increased as a percentage of revenue for public institutions from 19.6 percent in 1981 to 21.5 percent in 1989. An overview of the survey methodology is included, and an appendix presents data category definitions. (GLR)

ED 342 348 HE 025 323

Korb, Roslyn
Postsecondary Student Outcomes: A Feasibility Study. Feasibility Report.
PUB DATE- Feb 92
NOTE- 113p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; College Graduates; *College Outcomes Assessment; Colleges; Comparative Analysis; Data Analysis; *Data Collection; Employment Statistics; Higher Education; Information Sources; *Outcomes of Education; Postsecondary Education; Surveys; Universities; Vocational Schools

This report presents the findings from a study designed: (1) to determine the current availability and utility of student outcome statistics in the nation; and (2) to examine the feasibility and desirability of nationwide institutional reporting of student outcome data. Following an introductory section on the purposes of the report and the approaches taken, section II addresses the desirability of student outcome data, focusing on the utility of the information and the necessary properties of outcome statistics. Section III explores sources of available data on postsecondary student outcomes and describes current capabilities for reporting institutional-level student outcomes, examining both institutional and state capabilities as well as other sources. Section IV discusses problems with institutional-level student outcome reporting, examining the quality of data that are currently available and the current and prospective uses of these data. Section V identifies those aspects of student outcomes statistics that require definitional specificity and describes data collection procedures and methodologies that could minimize the various problems of student-outcome reporting and produce useful and meaningful institution-level data. Finally, section VI summarizes the report and formulates conclusions concerning the desirability and feasibility of different approaches for obtaining student outcome information. Suggestions for specific actions that must be initiated if meaningful institution-level student outcome data are to be a reality for all postsecondary institutions in the nation are provided. Appendices include technical notes and summaries of definition working group meetings. (14 references) (GLR)

ED 342 349 HE 025 324

Campus Climate and the Search for Community within Diversity.

Planning Council for Developmental Disabilities (TPCDD) for a 4-year project to develop and test a system change model to integrate technology into the local service delivery system. This report contains a detailed description of the project, the results of the model tested, and the revised model, and provides statewide and local recommendations for its use. The Integrating Technology into Service Delivery (ITSD) model was successful in implementing an electronic mail and bulletin board system with 290 subscribers. A resource database was also created, the Developmental Disability Technology Library, which contains over 6,000 entries. The ITSD model, with varying success, also attempted to involve agency and formal industries in ITSD activities, distribute computers and other equipment to agencies and individuals, increase public awareness of ITSD functions, provide workshops, and develop computer software. A Local Assistive Technology Services Network (LATSN) model was developed based on ITSD successes and failures. LATSN service categories include: (1) broker, coordination, developer, think tank; (2) device examination and prescription; (3) training and technical assistance; (4) information analysis; and (5) non-core services and projects. Appendices contain samples of electronic mail messages, tables presenting services usage data, a list of donated equipment, an article about the service technology at the University of Texas at Arlington, and a prioritized list of needs in a state plan for technology-related assistance. (4 references) (DB)

ED 342 368   IR 015 399

Laws and Regulations Relating to Local Government Records.
PUB DATE- 91
NOTE- 15p.; For additional documents in this series, see IR 015 401-402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Full State Funding; Information Storage; Laws; *Local Government; *Records Management; *State Legislation
IDENTIFIERS- *State Regulation

This publication provides a brief overview of significant New York State laws and regulations relating to local government records. A number of additional laws and regulations contain references to specific local records and their required retention. However, this report does not contain references to legal opinions and court decisions, nor does it provide legal interpretation or guidance. The purpose of this report is merely to provide a convenient summary of the most important records, laws, and regulations. The Local Government Records Law (Chapter 737, Laws of 1987), which took effect August 5, 1988, is noted as the most important statute dealing with local government records. The statement of legislative intent (Section 57.13) reads: "public records are essential to the administration of local government...and such records need to be systematically managed to ensure ready access to vital information." Nine additional subsections of Section 57 are noted and their contents described. The Local Government Records Management Improvement Fund Law was signed into law on May 1, 1989. This law creates the New York State Local Government Records Improvement Fund authorizing county clerks to collect fees for recording, entering, indexing, or endorsing a certificate on many kinds of documents. Thirteen subsections of the Regulations of the Commissioner of Education Pertaining

IDENTIFIERS- *Africa (Sub Sahara); *Europe (East); United States

In response to the global outcry for environmental information, the Environmental Protection Agency (EPA) launched its International Data Sharing Program in 1989 and began to forge information partnerships with developing nations. The three objectives of the program are to establish EPA as a partner in information exchange, to disseminate significant environmental information, and to assist developing nations in establishing effective environmental management capabilities. The EPA uses the regional service center model for disseminating information beyond U.S. borders. Regional information networks provide a focal point for dissemination and provide information support to a geographic area. As the donor partner, EPA supplies the basic equipment, initial training, and core materials needed for support to the region. One example of a regional network is the INFOTERRA system in southern Africa, an information exchange network consisting of 138 nations coordinated by the INFOTERRA Programme Activity Centre in Nairobi. When this network is fully developed, countries within the region will be able to collect and disseminate their own materials, exchange environmental information among themselves, and obtain from the United States any needed documentation or data. A second example of a regional network is the Regional Environmental Center for Central and Eastern Europe (REC), which was initially developed to address the pollution problems of Hungary, and now expanded to include Poland, Czechoslovakia, Yugoslavia, Bulgaria, and Romania. The common element in these examples is the regional cooperative approach to information sharing. (DB)

ED 342 388 IR 015 424

Sooner Gushers and Dusters: Book Reviews K-12.
PUB DATE- Oct 91
NOTE- 192p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biographies; Book Reviews; Elementary Secondary Education; *Fiction; Learning Resources Centers; *Library Collection Development; *Library Material Selection; *Nonfiction; School Libraries
IDENTIFIERS- Selection Tools

This report is intended for use as a selection aid covering newly published materials from selected publishers. Reviews are prepared by school library media specialists in Oklahoma. Each entry provides the recommended grade and interest levels, as well as a rating. Also included for each book is a brief story synopsis. Reviews for fiction books are arranged alphabetically by author in the first section. The nonfiction reviews are divided into the 10 main Dewey classes, concluding with a section listing biographies. Seven resources for librarians are also provided. (DB)

ED 342 389 IR 015 426

Weimer, Douglas Reid
Computer Software and Copyright Law. CRS Report for Congress.
PUB DATE- 26 Mar 91
NOTE- 26p.; For a related report, see IR 015 427.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)

Legislation; Talking Books

This discussion paper identifies how the New England Facility could be established to offer service for the blind and physically handicapped. Following a premise which outlines typical library services, the New England Facility is described in terms of its approach to service; facility size (total square footage); staffing needs and responsibilities; staffing costs; annual operating costs; apportionment of annual costs; and set-up costs. A summary of the costs concludes the main body of the paper. Appended materials include the fiscal year 1990 statistics for each of the New England states; a review of automation activities in each state; the title of the authorizing legislation for the regional libraries of each of the states; and the names of the compilers of this paper. (MAB)

ED 342 406 IR 053 925

Getting Started: Preparing for Accreditation. Suggestions from Librarians Who Have Been There... and Accreditation Review and the Academic Library: A Selective Bibliography.
PUB DATE- 11 Jul 88
NOTE- 13p.; Developed by members of the Standards for Educational Library Services Committee. Paper presented at the National Conference of the American Library Association/Association of College and Research Libraries (New Orleans, LA, July 9-14, 1988).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Accreditation (Institutions); Annotated Bibliographies; Higher Education; Library Administration; Library Collections; Library Facilities; Library Personnel; Library Services; *Systems Analysis

The first of two parts of this document is a basic outline to be used in the preliminary preparation for a library accreditation visit. It is appropriate for use in a range of education/psychology/behavioral sciences libraries in an academic setting, from those of a small college library to those of a departmental library in a university library system. The preliminary questions for review preparation are organized alphabetically in seven broad subject areas: General Questions, Budget, Collections, Facilities, Personnel, Policy and Administration, and Services. Concluding the outline is a definition of terms. The second part, which was compiled and prepared by Victoria Clayton and Jamie W. Coniglio, contains an 11-item selective annotated bibliography and a list of 16 additional references. (MAB)

ED 342 407 IR 053 926

Songster-Burnett, Jennifer, Comp.
CIDS Bibliography. Research Papers Prepared by Members of the Archivist Career Training Program, National Archives and Records Administration.
PUB DATE- Oct 91
NOTE- 29p.; Supersedes ALIC Bibliography No. 3 of May 1990 (ED 328 248).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Information; *Archives; *Government Libraries; Information Storage; Library Automation; *Library Guides; Library Materials; Nonprint Media; Reference Materials;

ED 342 424 JC 910 427

Report on University of California Transfer Programs and Transfer Plan for Community College Students.
PUB DATE- 19 Sep 91
NOTE- 26p.; Paper presented at the meeting of the Committee on Educational Policy (Los Angeles, CA, September 19, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Admission Criteria; *College Transfer Students; Community Colleges; Enrollment; Graduation; Higher Education; *Intercollegiate Cooperation; *Master Plans; Statewide Planning; *Student Characteristics; Tables (Data); *Transfer Policy; Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS- California Community Colleges

Information is provided on the status of community college transfer students applying to and enrolling in the University of California (UC). The report also focuses on a proposed UC transfer plan intended to improve procedures by which transfer students are advised of and prepared for UC enrollment. The first section of the report describes the structure and reviews of the California Master Plan. The second section outlines UC policies governing transfer, including transfer history, priority for community college transfers, distribution of undergraduate enrollment, and criteria for admission and selection. Application, admission, and enrollment data are described next, including ethnicity of enrolled transfers, other student characteristics, and community college origins of transfer students. The fourth section discusses persistence and graduation of California community college transfers enrolled in UC. The final section the UC's five-point transfer plan, consisting of the following topics: targeted efforts with underrepresented minority students; student counseling, advising, and information; articulation efforts; faculty-to-faculty activities; and data collection and evaluation. A schematic representation of the plan, including goals, assumptions, program descriptions, program status, and cost estimates, is attached. (JMC)

ED 342 425 JC 910 521

Beatty-Guenter, P.
Sorting, Supporting, Connecting, and Transforming: Student Retention Strategies at Community Colleges.
PUB DATE- 15 Jan 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Persistence; Ancillary School Services; Classification; College Environment; *Community Colleges; Educational Testing; Literature Reviews; Program Descriptions; *School Holding Power; *Student College Relationship; *Student Personnel Services; *Student Placement; Two Year Colleges

Drawing from an analysis of the literature on student attrition and retention at community colleges, this paper presents a typology of retention strategies as a structure by which further research can advance. Introductory material explains the typology, which categorizes retention strategies according to whether their purposes are to: (1) sort students into the instructor to plan carefully and respond spontaneously to the assignment as students work through it. Steps using the techniques successfully include: (1) developing academic objectives for each step in the writing process (i.e., prewriting, drafting, revising, and proofreading and editing) and cooperative objectives to help students work effectively with each other (e.g., using first names, and being positive and encouraging); (2) organizing heterogeneous groups with respect to age, race, and sex--arranging the room to facilitate group work--creating positive interdependence--assigning student jobs (i.e., facilitator, counter, recorder, and checker)--and ensuring individual accountability; (3) monitoring the groups' work to identify problems they are having in completing the assignment and working cooperatively; (4) intervening as necessary to change the direction a group has taken in completing an assignment; and (5) evaluating group and individual work in accordance with pre-determined and previously explained standards. Sample group assignments and a group work evaluation sheet are attached. (JMC)

ED 342 442 JC 920 124

Jaros, Bonita Nahoum
E Pluribus Unum: The Possible Dream.
PUB DATE- 13 Nov 91
NOTE- 29p.; Rancho Santiago College Fifth Distinguished Faculty Award.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; Cross Cultural Studies; *Cultural Awareness; Cultural Context; *Cultural Differences; Cultural Pluralism; Ethnic Groups; Immigrants; Literacy; *Multicultural Education

The United States has, since its inception, epitomized the themes of peace, freedom, and the pursuit of dignity in concept. Founded as a multicultural nation, the United States adopted the motto "E Pluribus Unum" (out of many, one) to affirm its inclusivity. Throughout its history, the United States has been a haven for peoples fleeing war, poverty, or oppression. With a population representing so many cultures, there is a great chance for misunderstanding, but also, a greater potential for intellectual and creative contribution than is possible for most nations. At Rancho Santiago College, a concerted effort has been made to celebrate multiculturalism. Culture is that which binds people together--a collective memory that may be used as a contextual clue for present or future interpretation, evaluation, behavior, and beliefs. In the United States, a problem arises because of the dominance of the original immigrant group of White Anglo-Saxon Protestants. But even those who adopt this dominant culture also keep their roots based in the community from which they came. This results in the tendency to hyphenate nationalities, e.g., Vietnamese-American. Schools and colleges need to appreciate the tension that students caught between two cultures must face in trying to meet expectations for cultural assimilation in an American context, while meeting the expectations of cultural and language maintenance at home. Just as educators should work to include the learning styles of others into their programs, all students must take responsibility for becoming literate in the "currency" of America. Thus, cultural literacy must mean polycultural literacy. (DJD)

June 1992. Student needs were the overriding factor in administrative decision making during the final year. It was necessary to continue current services in a "normal," if modified, fashion, while at the same time initiating new services to deal with the closure. Continued services required retention of faculty, academic advising, maintenance of student activities, athletics, and auxiliary services (e.g., food, bookstore, and health services). New initiatives included identifying additional sources of financial aid, reassigning staff to a student ombudsman role, surveying students to identify all curriculum needs, restructuring registration and course scheduling, and planning for student record access and alumni services after closure. Former students were notified, and some returned to complete their degrees. A Student Transfer and Assistance Center was established to provide special services to help students complete their degrees or transfer. The actual closing date was moved back to allow students to attend summer school classes in order to complete their degrees. After closing, UMW's records will be handled by the University of Minnesota's central records facility. (JSP)

ED 342 460 PS 019 949

Blevins-Knabe, Belinda
"One for You, One for Me": The Development of Correspondence as a Quantifier.
PUB DATE- May 91
NOTE- 23p.; Paper presented at the Annual Meeting of the Jean Piaget Society (Philadelphia, PA, May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Conservation (Concept); *Division; Mathematical Concepts; *Number Concepts; *Preschool Children; Preschool Education
IDENTIFIERS- *Correspondence Theory; Piagetian Research

A central component in the young child's construction of a number system is an understanding of correspondence. Although current research demonstrates that preschool children use correspondence in a variety of tasks, the nature of the relationship between the use of correspondence action patterns and the use of correspondence as a quantifier is still not understood. This paper reports on three studies of 4- to 5-year-olds that were designed to determine whether preschool children know that correspondence can be used to measure quantity. Children were given number conservation, addition and subtraction, and division tasks. Only the division task varied across the three studies. Children were asked to divide a clump of 11 cookies into 2 equal parts. Whole cookies were used in the first study, and wholes and halves were used in the second and third studies. In most cases, children used several strategies on a trial, and correspondence was one of them. Children rarely used counting on all trials. Performance on the addition and subtraction tasks suggested that young children can use correspondence effectively to make equivalence judgments. However, most children were not successful in making judgments based on the differences in absolute numerosity between the two arrays. Additional findings suggested that children's use of correspondence precedes their understanding that correspondence can be used to measure quantity. Eight statistical tables are included. Contains 6 references. (LB)

ED 342 461 PS 020 078

IDENTIFIERS- *Heroes; New Zealand

The amount of violence and inappropriate information that children receive through television and other media is a matter of concern. This paper reviews the values of fantasy play and compares those values with the effects of television viewing on New Zealand children. Both obvious and subtle messages that children receive from television are discussed, with the Teenage Mutant Ninja Turtles used to illustrate the effect that television can have on young viewers. Issues such as male and female roles, cultural diversity, and aggression are considered, as is the effect of child-oriented marketing of products. It is suggested that television can be used positively at home, in the classroom, and in society. Twenty-two "Hints for Living Happily with Television" are appended. Also appended are descriptions of two activities that parents can use to help their children develop critical and discriminating television viewing habits. Contains 13 references. (LB)

ED 342 480 PS 020 336

Moller, Valerie
A Role for Black Seniors in Educare: A Community Assessment.
PUB DATE- 90
NOTE- 114p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Day Care; Adult Education; *Child Caregivers; Community Attitudes; *Community Programs; *Day Care Centers; Foreign Countries; Grandparents; *Intergenerational Programs; Nursing Homes; *Older Adults; *Parent Attitudes; Preschool Education; Social Change; Training; Urban Areas
IDENTIFIERS- Child Care Needs; *South Africa

This report discusses findings from a review of a plan of the South African KwaMashu Christian Care Society (KMCCS) for introducing an educare program in which active older women give in-service training to grandmothers and other childminders who look after preschool children at home. Before launching the proposed program, a KMCCS committee conducted a study in 1987 with the help of the University of Natal to determine community reactions to this educare concept. A total of 302 residents were surveyed, of whom approximately 75 percent were women. Two-thirds had children of their own and one-third were grandmothers. The major finding was that the KMCCS educare program would be wholeheartedly accepted, as would a training program for women of all ages. It was also found that there was general support for the concept of institutional care for the aged and a feeling that traditional respect for the elderly is not necessarily affected by the perceived loss of the elder's role in modern industrial society. The survey resulted in a recommendation that the ZamaZulu Nkosi Centre, an old-age home, should proceed with its proposed educare program. A total of 25 tables are included, and 4 appendices describe characteristics of the sample, a map of the area, a circular sent to survey participants reporting on the results of the survey, and a leaflet advertising the Khulakahle Childminding Association and Training Program. Contains 7 references. (LB)

ED 342 481 PS 020 338

Parr, Judy; And Others
Bridging the Gap: Practices of Collaboration between Home and the Junior School.

childhood to early elementary school programs. These papers are included: (1) "Connecting with Preschools: How Our Schools Help (and Fail to Help) Entering Kindergartners," by John Love, which reports on a national study of children's transitions from preschool to school; (2) "Interagency Collaboration Providing Continuity of Services to Young Children," by Thomas W. Payzant, which describes San Diego's New Beginnings Program and its health, housing, and educational social services components; (3) "The Transitions of Children and Parents from Preschools to Public School Settings," by Willie Epps, which stresses the importance of procedural and pedagogical continuity, parent involvement, expectations of schools, and communication between preschools and public schools; (4) "A Look at Continuity Issues from Preschool to Early Primary Grades: Assessment and Evaluation," by Samuel Meisels, which suggests that student progress be assessed through work sampling, portfolios, and teacher reports; and (5) "School Readiness and Transition from School: The Current Debate," by Donna Foglia and John Bergan, which stresses the need to change assessment methods. In addition, the proceedings summarize the highlights of workshops on initiatives to ensure pedagogical continuity; vertical and horizontal continuity; interagency collaboration; links between school and students' culture; smooth transitions for children with special needs; appropriate instructional practice; and ways to assess progress. Presenters' addresses are included. (AC)

ED 342 500 PS 020 376

Howes, Carollee; Whitebook, Marcy
Solving California's Child Care Crisis: Research Addressing Regulations and Funding. California Policy Seminar Research Report.
PUB DATE- 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Child Care Occupations; *Day Care Centers; *Educational Quality; Financial Support; National Surveys; *Personnel Needs; Preschool Education; Program Evaluation; State Aid; *State Standards; State Surveys; Teacher Qualifications; *Teacher Student Ratio
IDENTIFIERS- *California

In 1991, a study was conducted to determine the extent to which the stringency of state regulations ensures high quality in child care settings and the extent to which California's child care staffing crisis can be addressed through regulatory changes. To compare child care quality under different licensing standards, the study examined findings from the Child Care Employee Project in California and the National Child Care Staffing Study (NCCSS), and data collected in two longitudinal studies of California children in community-based child care. Child care quality was defined in terms of adult-child ratios, teacher training, teacher behaviors, and activities provided for children. Quality was measured by means of the Early Childhood Environmental Rating Scale and the Arnett scale of teacher sensitivity. It was found that when child care centers met the stringent Title 5 adult-child ratios, children were more likely to be in classrooms judged to be more than adequate in quality. Teachers were most effective in these classrooms. Results also showed that California child care teachers, like their national counterparts, were poorly paid, received few benefits, worked under difficult conditions, and were likely to and tribal sovereignty; (3) sponsoring an intergovernmental meeting to exchange information on current state-tribal issues; (4) automating information-processing procedures; and (5) operating the Commission's office. Other activities included development of an affirmative action plan, development of a 3-year (1990-93) strategic plan, and providing technical assistance to the Colorado River Indian Tribes in their efforts to obtain a license for a restaurant and lounge. Leaders of 13 of the 20 tribal governments completed a mail survey evaluating Commission activities and publications. Responses were generally positive and supportive of the Commission. Appendices contain: (1) a summary of the proceedings of the 11th Arizona Indian Town Hall meeting, held in Phoenix in October 1989, on the subject of state-tribal taxation issues; (2) the text of the Commission's affirmative action plan and personnel policies; and (3) an outline of the 3-year strategic plan. This report also contains information about the population and acreage of Arizona Indian reservations and the Commission's financial report. (SV)

ED 342 518 RC 018 357

A Partnership in Laserdisc Learning. TVA Coalfield Rural Education Demonstration Project.
PUB DATE- 20 Sep 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Agency Cooperation; Attendance; Career Awareness; *Computer Assisted Instruction; Demonstration Programs; *Educational Innovation; *Educational Technology; Elementary Secondary Education; *Optical Disks; *Rural Education; Teaching Methods; *Telecommunications; Vocational Education
IDENTIFIERS- *Tennessee Valley Authority

This report describes the role of the Tennessee Valley Authority (TVA) in providing programs to upgrade literacy, improve basic education, and enhance job skills. TVA, in cooperation with local, state, and national educational agencies, has developed the TVA region into an education incubation center that tests and evaluates new innovative educational processes and technologies to prepare for the 21st century school. Emphasis is placed on programs for dropout and at-risk students, the adopt-a-school initiative, improvement in subject comprehension, vocational training, instructional technologies, advanced course offerings, adult education, career awareness, and teacher and administrator training. Demonstrations, prototype models, and research are disseminated through TVA's national and state educational organizational networks. The report describes programs located across Tennessee and neighboring states using the technologies of interactive laser disc, computer-aided instruction, and telecommunications. It also includes descriptions of programs in the areas of: (1) school-based education reform; (2) diagnostic prescriptive instruction; (3) vocational education; (4) career awareness; and (5) instructional effectiveness. A breakdown of technical assistance and information requests presents the number of requests by topic for 1990. Attached are five laser-printed summary sheets describing the programs. (KS)

ED 342 519 RC 018 421

Teacher Assistance Teams (TAT) can support the collaboration and empowerment of teachers, address student and schoolwide problems, provide preventive intervention for at-risk students, and identify appropriate referrals to special education. This paper describes the implementation of TAT throughout the state of Arkansas over a 3-year period. During the initial planning phase, the Arkansas Department of Education consulted with educators from other states who were familiar with TAT, outlined a 3-year action plan, and committed support and resources to the plan. During Phase 2, school district superintendents agreed to specific scheduling and evaluative requirements. Phase 3 involved training of 61 pilot TAT teams. School districts with an identified overrepresentation of minority students in special education were specifically invited to the training; other districts were self-selected. During Phase 4, trained teams determined their mission and established their own operational procedures. In Phase 5, a technical assistance network was developed, including utilization of a statewide coordinator and nine consultants for students with serious emotional disturbances and featuring regular meetings of TAT team leaders. Phases 6 and 7 involved further team training after 6-9 months and 1-2 years of operation, respectively. Evaluation after 2 years indicated that teams had served 1,393 students, of whom only 13 were referred to special education for testing. Of 77 cases with available outcome data, 70% were fully or partially resolved. Network meetings were judged very beneficial. (SV)

ED 342 536 RC 018 488

McCuller, Glen L.; And Others
Transition for Students with Learning Disabilities in Four Rocky Mountain States.
PUB DATE- 19 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Learning Disabilities; Mail Surveys; *Mild Disabilities; Rural Education; *Rural Schools; *Special Education; Special Education Teachers; *Teacher Attitudes; *Transitional Programs
IDENTIFIERS- United States (Rocky Mountain States)

Recent research indicates that problems in the transition from school to employment are frequent among students with learning disabilities, particularly those in rural areas. While a systematic approach to transition appears to be beneficial, the best method for implementing such an approach is still in question. One hundred seventeen special education teachers in rural schools in Montana, Utah, Wyoming, and Idaho were randomly selected to receive a mail survey; 76 responded (a 65% response rate). The research was conducted to examine teacher training related to transition and the nature of transition services offered by the teachers' schools. Respondents were primarily resource room teachers in elementary or secondary schools; over 60 percent had more than 5 years of teaching experience. Over half indicated that their college education had contained no vocational transition coursework, and 36 percent had received no inservice training on transition. Transition planning was initiated prior to age 15 at 41 percent research literature identifies as highly-ranked causal variables related to minority dropout rates. The literature review identified the following causes of dropping out, specifically related to minority students: (1) no hope of graduating; (2) lack of appropriate role models; (3) personal or cultural dehumanization; (4) feelings of discrimination; (5) peer violence; (6) lack of support for education from the cultural community; (7) no peer support to continue in school; and (8) family problems such as divorce, chemical abuse, poverty, or migrant work. The instrument created by Bull, Salyer and Montgomery, contains 42 causal variables, of which 13 relate strongly to minority students. Randomly selected principals and superintendents rated each variable as a national priority for the prevention of dropouts on a Likert-like 5-option scale ranging from strongly agree to strongly disagree. An analysis of variance (ANOVA) was used to examine a composite of the 13 minority items to the remaining 29 nonminority items. Tukey post hocs revealed that nonminority items outweighed minority items and that suburban administrators supported these items more than rural administrators. One-way ANOVAs revealed that pregnancy, no hope for graduation, poverty, and dehumanization were seen as higher priority items by urban administrators than by rural administrators. The causes that administrators view as being priorities are rooted in the home, in the child, or in the community. (43 references) (KS)

ED 342 554 RC 018 506

Brulle, Andrew R.; Allred, Keith
Teacher Induction in Rural Areas: A Challenge for All.
PUB DATE- 18 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Classroom Observation Techniques; *College School Cooperation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Rural Schools; *Self Evaluation (Individuals)

This paper describes a program for beginning teachers in rural areas offered by Eastern Illinois University. The primary goal of the program is to assist beginning teachers in becoming independent decision makers in the classroom by providing survival skills and initial support and gradually introducing means for continuing professional growth. An advisory committee of representatives from the university faculty, local school districts, and area educational service units was established to guide the development of the program and to recommend future actions. The services provided for beginning teachers include a monthly seminar series offered at three regional sites and individualized, nonevaluative classroom visits by the coordinator of the program. The seminars focused on the following topics in sequence: (1) appropriate techniques for conducting parent conferences; (2) effective teaching practices; (3) self-evaluations of the teachers' behaviors; (4) techniques for classroom behavior management; (5) stress management; (6) individualized instruction in the classroom; and (7) professional growth. Individualized classroom visits were available to observe whatever the teacher requested and to offer feedback on questions or concerns the teacher might have.

programs which include the use of mentors. This paper describes Project RAISE (Rural America Institute for Special Educators), a masters level program that trains preservice and practicing special education teachers. This project addresses the high attrition rates among beginning special education teachers in rural settings. The project included coursework on rural special education service delivery, practica and field assignments, field-based research projects, and a mentoring model for beginning teachers in rural special education. Five preservice special education teachers and five practicing rural special education teachers were selected through a screening and referral process. The beginning and veteran teachers were paired and team taught in a rural school setting. The program and required coursework were designed to promote the mentor-mentee relationship between the beginning and veteran teachers. Supervision was provided by university project coordinators. Within 1 year, the teachers completed a masters degree in special education and acquired the skills and knowledge relevant to teaching in rural special education. Lists of criteria for selection of teachers, required coursework, and schedule of program activities are included. (25 references) (LP)

ED 342 572 RC 018 525

Knapczyk, Dennis R.
Collaborative Teacher Training Using Distance Education and Technology.
PUB DATE- 17 Mar 91
NOTE- 11p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Computer Assisted Instruction; *Cooperative Learning; Disabilities; *Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; High Risk Students; Information Transfer; *Inservice Teacher Education; Rural Areas; Special Education
IDENTIFIERS- *Indiana

This report describes Indiana University's At-Risk Program, which uses distance education and a collaborative training approach to provide field-based coursework to practicing teachers. The focus of the training is upon improving educational services to at-risk students and mildly handicapped students in rural schools. The program consists of seven self-contained training modules that incorporate traditional coursework with assigned collaborative learning projects. Offered in each community, training activities are developed and delivered in partnership with participating schools and agencies. A university-based instructor administers and supervises the training, prepares materials and participates in presentations. An audiographic system is used to simultaneously transmit voice and graphic images through a computer system. Teleconferencing and facsimile technology also are used to provide training at the sites. One person from the training group acts as an on-site facilitator who assists the university instructor in presenting materials and organizing activities. The collaborative learning projects are monitored weekly through the audiographic network and trainees can obtain immediate feedback from the university instructor. Benefits of using audiographic technology in field-education and environmental education systems in Alberta, Canada. The province of Alberta has developed an Environmental and Outdoor Education Course of Studies which reflects an integrated, experiential approach to connect the personal needs of adolescent youth to the society of which they are becoming a part. The course of studies includes three progressive levels; foundations, exploration, and empowerment. The foundations level includes elements in personal and group development and environmental knowledge and skills. At the exploration level students apply their learning to a variety of situations and investigations. At the empowerment level, students form commitments to personal, social, and environmental harmony. To help link teacher comfort and competence with the demands of the new Environmental and Outdoor Education course of studies, the University of Alberta developed the Environmental and Outdoor Education Leadership School. The school offers undergraduate and graduate courses in an experiential manner with outdoor explorations. Innovative approaches are necessary to link adventure and environmental education. The paper lists examples of teaching units emphasizing a theme, a metaphor, or a cognitive activity. The examples categorize activities into the foundation, exploration, and empowerment levels. (KS)

ED 342 590 RC 018 580

Legualt, Maurice
When Nature Speaks to Me Herself.
PUB DATE- Oct 91
NOTE- 9p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dance; *Experiential Learning; Foreign Countries; *Individual Development; *Outdoor Activities; Outdoor Education; *Phenomenology
IDENTIFIERS- *Body Awareness; Internalization; Nature; *Wilderness Education Programs

This paper describes an approach to wilderness education that facilitates a productive dialogue between the individual and elements of nature. During a 7- to 10-day period, participants are guided into intimate interactions with the elements of nature through body movement. Daily activities involve meditation, sensory activities, kinesthetic activities, and dance. These internalization and externalization activities lead the participant into the "encountering of his element." This encounter is a psychological process of identification with an element of nature. This whole daily process is finally completed, at the end of the day, by the use of symbolic drawing and writing in a personal journal. The daily process is presented under the theme "identification with one's own element" in the first days of field work, "identification with its opposite element" in the days to follow, and "identification with a blend of these elements" in the last few days. Several phenomenological studies of this approach used a self-report, an interview, and participant observation to explain the essence of the experience. It was found that: (1) the meaning of an element or symbol for a participant takes the form of a universal symbol; (2) participants had a different kind of relationship with their blend element in relation to learning in an environment of inquiry, risk taking, and classroom dialogue. The other component is a 28-minute videotape in which teachers present each of the three lessons described in the booklet in actual classroom settings. Lessons include the use of physical models for representing concepts, and each lesson also involves students working in whole-group and small-group settings. Each lesson includes the objective, lesson summary, materials, warm-up, development of the lesson, assessment, extensions, and follow-up activities. The lessons are also characterized by student involvement and teacher questioning. The project lessons cover the topics of probability for level K-2, money and problem solving for level 2-4, and comparing fractions for level 4-5. (KR)

ED 342 611 SE 052 005

Science and Writing Connection.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Elementary Secondary Education; Geology; Human Body; Interdisciplinary Approach; Journal Writing; Marine Biology; Mathematics Education; Problem Solving; *Science Activities; Science Education; Weather; *Writing (Composition)
IDENTIFIERS- Dinosaurs; Natural Selection

The 18 brief articles contained in this booklet reflect an attempt by science and math teachers in Nevada to explore ways to rekindle the exhileration of discovery for themselves and their students that began with the knolwedge explosion that followed the launching of Sputnik in 1957 but that was eventually washed away in a flood of "keep-em-busy-get-the-right answer" lessons. The Nevada teachers recognized writing as a powerful thinking activity and began to explore its uses as a way of focusing on understanding concepts instead of simply memorizing facts for tests. Each article develops at least one activity in either math or science for which students use writing as an important learning tool. Among specific topics are a unit plan on the Great Barrier Reef and lessons concerned with the weather, the concept of natural selection, dinosaurs, the human body, rocks and their properties, and the atom. The booklet includes articles on: integrating the writing process in science; writing in middle school science; writing in fourth grade; writing for different audiences in grade 5; the "write" way to learn math; writing in the high school science class; and writing for science concepts in the third grade. One paper discusses the issue of "deplagiarizing" the research paper; others offer observations on note taking, journal writing, evaluating mathematical expressions, and problem solving. (AA)

ED 342 612 SE 052 007

Crompton, Rob, Ed.
Computers and the Primary Curriculum 3-13.
PUB DATE- 89
NOTE- 228p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; Cognitive Ability; *Cognitive Development; *Concept Formation; Grade 8; Human Body; Junior High Schools; *Misconceptions; *Physical Sciences; Science Education

This research explores the moment-by-moment understanding students exhibit in the learning of a non-physical science domain--the human circulatory system. The goal was to understand how students learn by capturing the nature of their initial mental models (naive conceptions), and by seeing how new information gets assimilated into their mental models and how their mental models get revised in order to achieve the correct conception. This study reveals that certain misconceptions about the human circulatory system are robust and persistent, but that middle school students are capable of understanding some important aspects of the circulatory system and are then able to modify their existing misconceptions with better and more coherent views. Three major results were found. First, there is a fundamental difference between the physical and the non-physical sciences in terms of how they are learned. Second, aside from historically held misconceptions, which were identified a priori and formulated into questions, the analyses revealed each student's unique set of misconceptions. Third, all 10 students learned the material and although there was a significant difference in the range of the gain scores across the 10 students, such differences were not found to be a function of ability. (30 references) (KR)

ED 342 630 SE 052 258

Glaser, Robert; And Others
Scientific Reasoning across Different Domains.
PUB DATE- 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Discovery Learning; *Heuristics; Higher Education; Independent Study; *Learning Strategies; Pretests Posttests; Science Education; *Thinking Skills
IDENTIFIERS- Microcomputer Based Laboratories

This study seeks to establish which scientific reasoning skills are primarily domain-general and which appear to be domain-specific. The subjects, 12 university undergraduates, each participated in self-directed experimentation with three different content domains. The experimentation contexts were computer-based laboratories in d.c. circuits (Voltaville), microeconomics (Smithtown), and the refraction of light (Refract). Subjects spent three 1.5 hour sessions working with each laboratory and took pretests and posttests that assessed their learning. Specific patterns of strategies used in each laboratory depended primarily on the structural form of the discovery task and the nature of the domain. In a situation that required the discovery of correlational regularities, evidence-generation activities, like the heuristic of controlling variables, were primary. In contexts where the regularities were functional rules, evidence interpretation became important. When the rules were quantitative, mathematical and algebraic heuristics were important. Students appeared very sensitive to the task demands of each laboratory, and adjusted their strategies accordingly. Regardless, they

DESCRIPTORS- *Cognitive Processes; *Division; Intermediate Grades; Junior High Schools; Learning Processes; Mathematical Applications; Mathematics Achievement; Mathematics Education; Middle Schools; *Models; *Problem Solving; *Thinking Skills; *Word Problems (Mathematics)
IDENTIFIERS- Learning Research and Development Center; Sense Making Approach

This paper reports the latest in a series of studies investigating children's performance in solving division story problems involving remainders. One aspect of the work involved examining the way in which "sense-making" is involved in the interpretation of the numerical solution obtained. Subjects were 195 sixth, seventh, and eighth grade students from a large urban middle school, with a student population of approximately 40% Caucasian and 60% African-American students of all ability levels, taught in mathematics classes by volunteer teachers. Each student was administered a practical problem requiring division with remainder. Three versions of the problem were used so that although the remainder was either equal to, greater than, or less than one-half, the solution required a whole number answer one greater than the quotient. Students' responses were examined with respect to four distinct aspects: (1) solution process; (2) execution of procedures; (3) numerical answer; and (4) interpretations. Responses were analyzed in relation to a hypothesized model. Results indicate that over 70% of the students applied division or another appropriate procedure, that 61% obtained a correct numerical answer, and that 45% of the subjects responded with the augmented quotient. Few students brought "real world" knowledge to bear on the problem and on making appropriate interpretations of their numerical process. Discussion of correct solution model, incorrect solution model, influence of remainder size, and task format is provided and implications for further investigation are given. (MDH)

ED 342 648 SE 052 502

Resnick, Lauren B.
From Protoquantities to Operators: Building Mathematical Competence on a Foundation of Everyday Knowledge.
PUB DATE- Mar 91
NOTE- 96p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Early Experience; Elementary Education; Elementary School Mathematics; *Intuition; *Learning Processes; Learning Theories; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; *Models; Multiplication; *Problem Solving; Subtraction
IDENTIFIERS- *Informal Knowledge; Learning Research and Development Center

This paper proposes a theory that can account for differences between everyday and formal mathematics knowledge and a set of processes by which informal knowledge is transformed into formal mathematics. After an introduction, the paper is developed in five sections. The first section lays out the nature of informal, everyday mathematics knowledge. Examples of children's thinking for several mathematical principles are presented. The second section discusses evidence of systematic difficulty in learning school mathematics, considering two hypotheses to explain why strong and reliable intuitions institutions and all institutions identified as offering doctorates in plant biology. Doctorate-granting institutions were identified using the U.S. Department of Education's Higher Education General Information Surveys (HEGIS) listings. Responses were received from plant biology program representatives at 197 of 198 institutions (99 percent). A total of 154 institutions were identified as offering graduate training in plant biology. Questions that were included in the 1983 and 1989 questionnaires concerned these issues: (1) the number of full-time faculty, postdoctoral fellows/associates, Ph.D. recipients, and full-time graduate students in plant biology; (2) the departments involved in providing graduate instruction in plant biology and the number of plant biology faculty in each department; (3) the number of foreign graduate students and postdoctorates in plant biology; (4) the three major disciplines within plant biology for graduate student training, postdoctoral research and training, and faculty research; (5) faculty vacancies in plant biology; (6) disciplines with surpluses or shortages of positions in various employment categories; (7) the major sources of financial support for graduate students and postdoctorates; and (8) the amount and sources of outside funding for plant biology research. A new question was added in 1989 that asked what factors are limiting progress in plant biology. Also, new data were collected on faculty with bachelor's degrees from foreign institutions, and financial data separating Hatch funds from other outside sources of funds. Unless stated otherwise, all statistics presented in this report are results from the 1983 and 1989 surveys. In general, statistics in this report are presented both as overall totals and using four major categories: institutional control (public/private), research size (based on federally financed research and development expenditures in the life science), number of full-time plant biology faculty (based on responses to the questionnaires), and geographic region (Northeast, Central, Southeast, West). More detailed discussion of the research methodology and a copy of the 1989 survey questionnaire are included in Appendixes B and C respectively. (KR)

ED 342 665 SE 052 621

Board, Raymond Acton
Topics in Computational Learning Theory and Graph Algorithms.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 90
NOTE- 147p.; Ph.D. Thesis, University of Illinois.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Algorithms; *Computer Science; Computer Science Education; Higher Education; *Learning Theories; *Mathematical Models; Mathematics Education; Problem Solving
IDENTIFIERS- *Computational Models; *Graph Theory; Probabilistic Models

This thesis addresses problems from two areas of theoretical computer science. The first area is that of computational learning theory, which is the study of the phenomenon of concept learning using formal mathematical models. The goal of computational learning theory is to investigate learning in a rigorous manner through the use of techniques from theoretical computer science. Much of the work in this field is in the context of "probably approximately correct" (PAC) model of learning, which is carried out in a probabilistic environment. Of particular interest are the questions of determining for their apparent disinclination to enroll in challenging science courses, and the comparatively low achievement of Back and Hispanic students, females, economically disadvantaged students, and non-college bound students. These Science Report Card results are based on a national survey of nearly 20,000 students in grades 4, 8, and 12, conducted during the winter and spring of 1990 by the National Assessment of Education Progress (NAEP). The results from the 1990 science assessment were analyzed using item response theory (IRT) methods, allowing NAEP to describe performance across the grades and subpopulations on a 0 to 500 scale. Along this continuum, four levels of proficiency were defined: Level 200: Understands Simple Scientific Principles; Level 250: Applies General Scientific Information; Level 300: Analyzes Scientific Procedures and Data; and Level 350: Integrates Specialized Scientific Information. Overall science proficiency by race/ethnicity, gender, region, type of community, type of school, parents' highest level of education, additional home factors, types of high school programs, and plans after high school was determined. Chapters include: (1) "Overall Science Proficiency for the Nation and Demographic Subpopulations"; (2) "Levels of Science Proficiency for the National and Demographic Subpopulations"; (3) "Science Proficiency by Content Areas for the Nation, Subpopulations, and in Relation to High School Course-Taking"; (4) "Attitudes toward Science Education and Students' Experiences in Science"; (5) "Toward Scientific Literacy for All: Instructional Goals and Practices"; and (6) "Who Is Teaching Science? A Profile of the Eighth-Grade Science Teaching Force." The profile survey on teachers included data on race/ethnicity, years of teaching experience, level and type of teaching certification, academic training, teachers' perceptions of their preparation to teach science topics, and teachers' professional activities in science. An overview of the procedures used in the 1990 science assessment, the NAEP scale anchoring process for the 1990 science assessment and additional example anchor items, and statistical data for all parts of the survey are appended. (KR)

ED 342 684   SE 052 917

Becker, Henry J.
Effects of Computer Use on Mathematics Achievement. Findings from a Nationwide Field Experiment in Grades Five to Eight. Classes: Rationale, Study Design, and Aggregate Effect Sizes. Report No. 51.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 90
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Computers; Computer Software; *Computer Uses in Education; Elementary Education; Mathematical Applications; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Mathematics Skills; *Teaching Methods
IDENTIFIERS- Mathematics Education Research

Since the mid-1980's, computers in elementary and middle grade schools have functioned to a large extent as a medium for student practice in the skills and concepts of basic mathematics and logic. This report presents the results of a 2-year nationwide field experiment designed to provide credible

Handbook for Teaching Korean-American Students.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 92
NOTE- 194p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Cross Cultural Training; Cultural Context; Cultural Differences; *Educational Attitudes; Educational Resources; Educational Strategies; Elementary Secondary Education; *Immigrants; *Korean Americans; Language Patterns; *Language Role; Literacy Education; Second Language Instruction; *Sociocultural Patterns

This handbook is designed for teachers, administrators, and other school personnel. It provides an explanation of the sociocultural and linguistic characteristics of Korean-Americans so educators can address their needs more effectively and orchestrate a better teaching environment by understanding and supporting the Korean-American cultural heritage. The first chapter provides background information to help readers understand Koreans' experiences in Korea and patterns of immigration to the United States. The second chapter describes educational and sociocultural factors in the Korean language group, focusing on Korean educational traditions and patterns, language experience in the Korean-American community, and key interpersonal relationships in the Korean-American culture. Chapter 3 details some Korean linguistic characteristics and their relationship to culture. Instructional and curricular strategies for this population are outlined in the fourth chapter, with attention given to the role of bilingualism, factors in language development, transfer of literacy, language program planning, and reading instruction. A glossary and an annotated bibliography of general references and Korean literature and language materials are also presented. Appended materials include a ranking of California school districts by Korean-American enrollment; lists of educational and cultural resources; and a list of Korean holidays, ceremonies, and festivals. (MSE)

ED 342 249 FL 020 110

Paulson, David L.
Assessment of FL Learners' Writing Ability: Formulation of Tasks and Evaluation.
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Diacritical Marking; *English (Second Language); *Evaluation Criteria; Feedback; Second Language Instruction; Test Construction; Test Use; *Writing Evaluation; *Writing Exercises; *Writing Instruction; *Writing Tests

This discussion of strategies for improving writing evaluation in a course in English as a Second Language begins with a brief review of relevant research and then offers concrete suggestions for improvement in testing. The suggestions are in the form of five general considerations rather than specific approaches used. The discussion draws on work with a group of Hmong refugees in an ESL/first language literacy class. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 342 272   FL 800 057

Richmond, Edmun B.
A Comparative Survey of Seven Adult Functional Literacy Programs in Sub-Saharan Africa.
SPONS. AGENCY- United States Information Agency, Washington, D. C.; World Bank, Washington, D. C.
PUB DATE- 86
NOTE- 115p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; *African Languages; Comparative Analysis; Comparative Education; Creoles; Curriculum Development; *Developing Nations; Educational Policy; Foreign Countries; *Functional Literacy; *Literacy Education; Longitudinal Studies; Program Descriptions; Public Policy; Uncommonly Taught Languages
IDENTIFIERS- *Africa (Sub Sahara); Burundi; Gambia; Kenya; Liberia; *Mali; Rwanda; Seychelles

A study compares the adult functional literacy campaigns and programs developed in seven African nations: the Gambia, Liberia, Mali, Burundi, Rwanda, Kenya, and Seychelles. After an introductory chapter outlining the background of African adult functional literacy efforts and some of the constraints on them, the second chapter gives an overview of 6 of the 7 countries' literacy activities. Chapter 3 describes a detailed longitudinal study of the literacy campaign in the Republic of Mali from its inception to the present, with projections into the future. The Mali program was chosen for an in-depth analysis because it has been considered one of the best organized, most efficiently functioning programs on the continent, having total government commitment and support. The fourth chapter analyzes the material presented in the previous chapters and offers some conclusions and implications for curriculum development and further research. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 342 273   FL 800 058

Richmond, Edmun B.
New Directions in Language Teaching in Sub-Saharan Africa. A Seven-Country Study of Current Policies and Programs for Teaching Official and National Languages and Adult Functional Literacy.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 83
NOTE- 73p.; Research supported in part by a grant from the Georgia Tech Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Colonialism; Comparative Education; Cultural Context; Developing Nations; *Educational Change; Educational Needs; Educational Policy; English; Foreign Countries; French; Functional Literacy; Instructional Materials; *Language Planning; *Language Role; *Literacy Education; Native Language Instruction; *Official Languages;

Costa Rica, Cuba, Denmark, Egypt, Ethiopia, Fiji and the Islands of British Oceania, Finland, France, Gabon, Germany (Federal Republic), Germany (East), Ghana, Greece, Grenada, Guatemala, Guyana, Haiti, Honduras, Hong Kong, Hungary, Iceland, India, Iraq, Ireland, Israel, Italy, Ivory Coast, Japan, Jordan, Korea, Kuwait, Lesotho, Liberia, Madagascar, Malawi, Malaysia, Mali, Malta, Mauritius, Mexico, Mongolia, Morocco, Mozambique, Nepal, Netherlands, New Zealand, Norway, Pakistan, Panama, Peru, Philippines, Poland, Portugal, Puerto Rico, Qatar, Senegal, Sierra Leone, South Africa, Spain, Sri Lanka, Swaziland, Sweden, Switzerland, Tanzania, Thailand, Togo, Trinidad and Tobago, Tunisia, Turkey, Uganda, Union of Soviet Socialist Republics, United Arab Emirates, United Kingdom, United States of America, Venezuela, Vietnam, Western Samoa, Zaire, Zimbabwe. Most chapters contain references. There is also a section describing the contributors. (JB)

ED 342 292 HE 025 263

McBeath, Ron J., Ed.
Instructing and Evaluating in Higher Education: A Guidebook for Planning Learning Outcomes.
PUB DATE- Jan 92
NOTE- 355p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Books (010)
DESCRIPTORS- *Classroom Communication; *Course Objectives; *Higher Education; Independent Study; Postsecondary Education; Self Evaluation (Individuals); *Teacher Education; Teacher Evaluation; *Teacher Student Relationship; Teaching Assistants; Teaching Guides; *Test Construction

This book contains a collection of self-instructional modules for college faculty and teaching assistants. The modules address key aspects of teacher-learner interaction, including setting of course objectives, preparing lectures, conducting classroom discussions, preparing various types of tests (multiple choice, true-false, matching test items, item analysis on objective tests, performance tests, and scoring essay questions), and improving faculty-student relationships. Also included are a series of exercises meant to assist the reader in practicing the principles learned from the book. In addition, guidelines are provided for developing and using objective and behavioral checklists, Likert and semantic differential rating scales, ranking techniques, and open-ended questions. A self-appraisal form is presented that helps identify interests and level of professional commitment. The book also includes a comprehensive index and a 17-item bibliography. References and sources follow chapters. (GLR)

ED 342 293 HE 025 264

Butler, Johnnella E., Ed.; Walter, John C., Ed.
Transforming the Curriculum: Ethnic Studies and Women's Studies.
PUB DATE- 15 Nov 91
NOTE- 341p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Black Studies; Curriculum Development; *Curriculum Enrichment; *Educational Change; Educational Theories; Essays; Ethnic Groups; *Ethnic Studies; Financial Support; Higher Education; *Liberal Arts; Minority Groups; Postsecondary

ED 342 310 HE 025 281

Statistical Report. Fiscal Year 1991: September 1, 1990-August 31, 1991.
PUB DATE- 91
NOTE- 279p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Rank (Professional); Allied Health Occupations Education; College Credits; College Faculty; Community Colleges; Dental Schools; Educational Facilities; Educational Finance; Enrollment; Enrollment Trends; Ethnicity; *Higher Education; Medical Schools; Out of State Students; Public Colleges; Sex Differences; State Aid; State Legislation; State Universities; *Statistical Data; Student Financial Aid; Teacher Salaries; Teacher Student Ratio; Vocational Schools
IDENTIFIERS- *Texas

This is a statistical report for the fiscal year 1991 for Texas public and independent institutions of higher education. Listed first are all institutions in the system: public universities; public medical, dental and allied health units; public community junior colleges; public technical institutes; independent senior colleges and universities; independent medical, dental and allied health units; and independent junior colleges. Next are statistics for student enrollment: a 5-year summary by type of institution; by classification, ethnic origin, and sex; by resident and non-resident students; and by origin of students by county and state. A section on faculty gives data on: faculty by rank, ethnic origin, sex, and tenure; part-time faculty by rank, ethnic origin, and sex; faculty salaries; faculty salaries by rank and institution; and student-faculty ratios. A section with data on semester credit hours lists hours by institution, level of study, semester, and type of institution. Data on physical facilities lists investment levels in the physical plant by type of institution, and net assignable facilities space by function and type of institution. Also provided are data on higher education appropriations. A final section offers data on 11 state loan and grant programs. (JB)

ED 342 311 HE 025 282

Reeher, Kenneth R.; Davis, Jerry S.
The National Association of State Scholarship and Grant Programs. 21st Annual Survey Report, 1989-1990 Academic Year. State/Territory Funded Scholarship/Grant Programs to Undergraduate Students To Attend Postsecondary Educational Institutions.
PUB DATE- Jan 90
NOTE- 197p.; For the 22nd annual survey report 1990-91, see ED 329 176.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Educational Finance; Federal Legislation; Federal Programs; Graduate Study; Grants; *Higher Education; National Surveys; Scholarship Funds; Scholarships; State Agencies; *State Aid; State Federal Aid; State Programs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Higher Education Act Title IV; Pell Grant Program

liaison of Dislocated Workers Project, and Mary Wilgenbusch, president, Marylhurst College. The witnesses testified concerning adult education, blacks and higher education, the Dislocated Workers Project (a training program), labor force development, the financial aid application process, the need for aid, and local business needs and concerns. (JB)

ED 342 330 HE 025 304

Hearings on the Reauthorization of the Higher Education Act of 1965: Pell Grants. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Sessions. (June 4-5, 1991).
PUB DATE- 4 Jun 91
NOTE- 361p.; Serial No. 102-34. Portions of document contains small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Agency Cooperation; Blacks; Community Colleges; Economically Disadvantaged; *Educational Legislation; *Federal Legislation; Hearings; *Higher Education; Minority Groups; Need Analysis (Student Financial Aid); Postsecondary Education; *Student Financial Aid; Technical Education; *Tuition Grants
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *Pell Grant Program

As part of a series of hearings on the reauthorization of the Higher Education Act of 1965, testimony was heard on the Pell Grant program, the largest student grant program. Witnesses from all sectors of the postsecondary education system offered suggestions for program changes. The witnesses included the following: Robert L. Albright, representing the United Negro College Fund; David H. Barton of Coastal Training Institute Automeca Technical College; Dennis Brown of El Paso Community College; G. Barry Busada, Diesel Driving Academy, Inc.; Ronald D. Coleman, U.S. Representative from Texas; Michael Farrell, Acting Assistant Secretary for Postsecondary Education; Stephen B. Friedheim, for the National Association of Trade and Technical Schools; Keith Geiger of the National Education Association; the Honorable Paul B. Henry, U.S. Representative from Michigan; Edward A. Malloy of the University of Notre Dame; Dallas Martin of the National Association of Student Financial Aid Administrators; Larry E. Matejka of the National Council of Higher Education Loan Program; David Mertes of California Community Colleges; Charles B. Saunders of the American Council on Education, and Julius Watson-Davis of the U.S. Student Association. Also included are extensive prepared statements, letters, and supplemental materials. (JB)

ED 342 331 HE 025 305

Hearing on the Reauthorization of the Higher Education Act of 1965; Sallie Mae--Safety and Soundness. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 19 Jun 91
NOTE- 298p.; Serial No. 102-45. Portions of document contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Proceedings of the Conference (Albany, New York, April 22, 1991).
PUB DATE- Dec 91
NOTE- 66p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Academic Freedom; *Campuses; Colleges; College Students; Cultural Differences; *Educational Environment; Freedom of Speech; Higher Education; *Legal Problems; Racial Differences; *Religious Conflict; Student Subcultures; Universities
IDENTIFIERS- *Diversity (Student)

This publication summarizes proceedings of a working group session convened to discuss ways to encourage efforts of colleges and universities to increase the sense of community on their campuses. It is noted that the sense of community has been diluted over the years due to the great diversity of students, both racial and cultural, that now participate in postsecondary education. The participants consist of over 100 faculty and administrators from 80 public and independent postsecondary institutions in New York State as well as members of the staff of the New York State Education Department. The following sessions are summarized: (1) "Confronting Racial, Sexual, Religious, and Ethnic Conflict on Campus"; (2) "Legal Issues: Freedom of Speech and Academic Freedom"; (3) "Curriculum of Inclusion"; and (4) "Enhancing Community on Campus". Appendices include the conference agenda, the conference evaluation forms, the conference evaluation summary, 68 suggested readings on campus climate, and a list of conference registrants. (GLR)

ED 342 350 HE 025 325

Teichler, Ulrich
Experiences of ERASMUS Students. Selected Findings of the 1988/89 Survey. ERASMUS Monographs Number 13. Werkstattberichte 32.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 91
NOTE- 84p.; For related document, see HE 025 326.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Data Collection; Educational Resources; Financial Support; Foreign Countries; Foreign Students; Higher Education; Language Proficiency; Program Evaluation; *Student Costs; Student Development; *Student Mobility; Student Needs; *Student Reaction; *Student Welfare; *Study Abroad; Surveys; Transfer Students
IDENTIFIERS- ERASMUS Programme; European Economic Community; *European Universities

This report discusses results of a survey that examined the experiences of 3,212 ERASMUS (European Community Action Scheme for the Mobility of University Students) grant students studying in other Economic Community countries. The study's purpose was to obtain feedback for universities and their departments participating in activities to support student mobility; and provide a basis for evaluation and reconsideration of the program by the Commission of the European Communities and others involved in the decisionmaking and administration of the program on institutional, national, to Local Government Records Management, Part 185, are noted and described. An additional 10 laws and regulations relating to local government records are included in this report, as well as a State Archives and Records Administration contact address and telephone number for further information. (DB)

ED 342 369 IR 015 401

The Records Advisory Board in Local Government.
PUB DATE- 91
NOTE- 10p.; For additional documents in this series, see IR 015 399 and IR 015 402.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Advisory Committees; Government Publications; Guidelines; *Information Management; Information Storage; *Local Government; Policy Formation; *Records Management

This information leaflet provides local governments with guidelines and suggestions for appointing a Records Advisory Board to assist in establishing and supporting a records management program. Such a program is an over-arching, continuing, administrative effort which manages recorded information from initial creation to final disposition. It includes systematically disposing of obsolete records; setting up filing and indexing systems; using modern computer technology in information creation, manipulation, and storage; storing inactive records securely and cost efficiently; microfilming selected paper records for security, ease of access, space consideration, and preservation of important information; overseeing the creation and use of forms, correspondence, and other records; and identifying, appraising, and preserving records of archival value. The advantages, benefits, and responsibilities of the Records Advisory Board are described, and suggestions provided for the composition of the Board. The State Archives and Records Administration contact address and telephone number for further information are listed. (DB)

ED 342 370 IR 015 402

Records Legislation for Local Governments.
PUB DATE- 91
NOTE- 12p.; For additional documents in this series, see IR 015 399 and IR 015 401.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Information; Government Publications; Information Storage; *Local Government; *Local Legislation; *Policy Formation; Program Development; *Records Management

This information leaflet provides local governments with guidelines and suggestions for writing an ordinance, resolution, or local law to establish a records management program. Such a program is an over-arching, continuing, administrative effort which manages recorded information from initial creation to final disposition. It includes systematically disposing of obsolete records; setting up filing and indexing systems; using modern computer technology in information creation, manipulation, and storage; storing inactive records securely and cost efficiently; microfilming

DESCRIPTORS- *Computer Software; *Copyrights; Federal Legislation; Futures (of Society); *Intellectual Property; Legislation; Microcomputers; Ownership; Patents; Policy Formation; Technological Advancement
IDENTIFIERS- *Copyright Law 1976

The purpose of this report is to provide an overview of copyright law as it relates to computer software. The computer industry terminology, case law, and software protection by patents and trade secret legislation are examined, and it is argued that the protection of ownership rights of computer software poses major challenges to existing U.S. copyright law--and to proposals to amend existing laws--due to the rapid development of sophisticated computer technology. Software case law is characterized as an evolving area that must be concerned with subtle distinctions and characterizations of elements of computer software. Two possible courses of legislative action are discussed. The first would allow the current state of copyright law to continue without significant amendment, thereby allowing the general body of copyright law to govern software issues. It is noted that with this approach, courts would use existing law to craft appropriate methods to resolve copyright disputes, and would determine the boundaries of software copyright protection. The second course of legislative action would be to develop a new body of law specifically designed to address software issues such as ownership and protection of intellectual property. It is argued that such an approach might create comprehensive legislation to deal with software copyright issues; however, this approach has not yet received support from either the Congress or industry. References are provided throughout the document. (DB)

ED 342 390 IR 015 427

Weimer, Douglas Reid
Emerging Electronic Technology and American Copyright Law.
PUB DATE- 25 Jun 90
NOTE- 28p.; For a related report, see IR 015 426.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Audiodisks; Computer Storage Devices; *Copyrights; *Fair Use (Copyrights); Federal Legislation; Federal Regulation; Information Storage; *Information Technology; *Intellectual Property; Optical Disks; Ownership; Policy Formation; *Technological Advancement
IDENTIFIERS- *Copyright Law 1976

American copyright law provides a means of stimulating intellectual development and protecting the ownership interests of the authors of copyrighted works. Over the years, U.S. copyright law has evolved in order to respond to societal and technological changes. Under the copyright statute certain uses of a copyrighted work are permitted under the doctrine of fair use. The criteria for the application of this doctrine are flexible and are applied on a case by case basis. New technologies such as compact disks, optical disks, computer storage devices, and digital audio technology (DAT) recording, provide challenges for U.S. copyright law. For example, DAT is capable of producing copies of copyrighted works in the privacy of the DAT owner's home. Thus, the question is whether DAT use is considered fair use or as copyright infringement. Although DAT equipment is not generally available to the public, its use and copyright law have been addressed in the 101st Congress as they relate to home recording. The most significant of the

Research Reports; Resource Materials
IDENTIFIERS- *National Archives DC

The 207 research papers listed in this bibliography were prepared by members of the Archivist Career Training Program from 1975-1991. Individual papers are listed alphabetically by author within the year in which they were produced. These papers provide information on various aspects of the National Archives, including presidential, federal, historical and other governmental archive collections; development policy; classification of intelligence reports and nonprint media; research trends; and ethical questions regarding archive accessibility. In addition to the name of the author and the title, each entry includes the publication date, regional division of the National Archives (if appropriate), and the number of pages. An author index, title index, and a subject index are included. (MAB)

ED 342 408 IR 053 927

Vocino, Michael; And Others
Rhode Island Higher Education Library Integrated Network (HELIN). Final Report. Task Force on Bibliographic and Authority Control.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; *Cataloging; Classification; Computer Networks; Consortia; Higher Education; *Library Networks; Library Standards; Policy Formation; State Programs
IDENTIFIERS- *Authority Files; Rhode Island

The final report from the Higher Education Library Integrated Network (HELIN)'s Task Force on Bibliographic and Authority Control begins with a statement of the charge to the task force. It then summarizes its activities in each of five areas: (1) documentation of local authority control (cataloging) practices; (2) consultation with vendors of authority control data and their customers; (3) identification of national cataloging and authority control standards; (4) recommendations for the ongoing coordination of authority work within the consortium; and (5) recommendations for written HELIN policy and procedures for the creation, update and ongoing evaluation of bibliographic and authority records in the consortium. The report also provides a statement of the HELIN systemwide online cataloging policies for bibliographic, item, and authority records. Lists of authorized cataloging standards and standard cataloging abbreviations are appended. (MAB)

ED 342 409 IR 053 930

Johansson, Eve
The IFLA ALP (Advancement of Librarianship in Developing Countries) Programme: A Bibliography. 1966-1990. IFLA Professional Reports, No. 26.
PUB DATE- 91
NOTE- 83p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Developing Nations; Elementary Secondary Education; Foreign Countries; Guides; Higher Education; Information Technology; Interlibrary Loans;

categories or groups in order to place them into college programs most suited to their goals, abilities, and needs; (2) support students in meeting their financial needs and family obligations; (3) connect students to the institution through a variety of activities designed to promote student involvement and integration; and (4) transform either the students (through such strategies as remedial education or career counseling) or the institution (through such strategies as curricular reform, instructional professional development, or community building). After explaining the development of the typology and offering examples of common retention strategies in each category, the paper offers a detailed analysis of each, including examples and discussing outcomes and effectiveness. Finally, the concluding section argues that a comprehensive community college retention program should include some techniques from each category. California's Puente Program is described as an example of a comprehensive program, which sorts students on the basis of placement test results and ethnicity; supports students in their efforts to access college services and balance home demands; promotes connections among students, between students and faculty, and between two- and four-year education through course exercises and community outreach; and transforms both the students and the college. A 101-item bibliography is attached. (AC)

ED 342 426   JC 920 003

Eadie, Douglas C., Ed.
Striking New Bargains: Strategic Approaches to Employment and Training. Proceedings of a Northeast-Midwest Conference (Cleveland, Ohio, October 20-21, 1985).
PUB DATE- Oct 85
NOTE- 78p.; Publication made possible by a grant from the Gund Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Planning; *College Role; Community Colleges; *Economic Development; *Educational Cooperation; Educational Legislation; Education Work Relationship; *Employment Programs; Federal State Relationship; *Job Training; Postsecondary Education
IDENTIFIERS- *Job Training Partnership Act 1982; *Ohio

This proceedings contains the papers presented at the 1985 "Striking New Bargains" conference, which brought 200 representatives of business, labor, government, and education together for a dialogue on strengthening state and local economic and human resources development efforts in Ohio. The proceedings contains: (1) "The Federal Role in Employment and Training: A Strategic Perspective," by Patricia W. McNeil; (2) "A New Partnership Paradigm," by Dale Parnell; (3) "Our Changing Work Force," by James B. Campbell; (4) "Linking Employment and Training," by Howard D. Samuel; (5) "Employment Services in a JTPA (Job Training Partnership Act) Setting," by Burton L. Carlson; (6) "Employment and Training: A Delivery System at Last," by Stephen W. Berman; (7) "Ohio's Response to the Employment and Training Challenge," by Richard F. Celeste; (8) "Building New Systems in the Employment and Training Arena," by Howard V. Knicely; (9) "Planning Employment and Training Programs Strategically: The Ohio Experience," by Roberta Steinbacher; (10) "Employment and Training in Michigan: A New Approach," by Philip H. Power; (11) "Planning and System-Building," by Dennis A. Derryck; (12) "Focusing the JTPA Process: The Cincinnati/Hamilton County Experience," by Gordon

ED 342 443 JC 920 125

Price, William F.; And Others
Assessment of General Education Knowledge and Competencies in PSY 101, Introductory Psychology.
PUB DATE- Oct 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *College Outcomes Assessment; Community Colleges; *General Education; Objective Tests; *Outcomes of Education; Pretests Posttests; Testing; Thinking Skills; Two Year Colleges; *Writing Skills; *Writing Tests
IDENTIFIERS- *North Country Community College NY

New York's North Country Community College's model of general education specifies the particular competencies that should be achieved in the college's liberal arts courses. In 1991, a study was undertaken to assess the general education competencies attained by students enrolled in Introductory Psychology. Using a pre-test/post-test design, 111 students were assessed in terms of gains in objective and subjective knowledge of psychology, critical thinking, and writing skills. A 36-item objective test of psychology knowledge, and an essay test of subjective knowledge, critical thinking, and writing ability were administered during the first and last weeks of the course. Three independent reviewers were trained to assess general education competencies as they appeared in student writing samples. Scores were given in each testing category, as well as for each answer's correctness, detail, and style. Significant increases were found for all four competencies examined. The methodology used to study general education from a course-embedded approach was successful and appears to be one which can be used with other courses across the curriculum in assessing general education competencies. A course outline is included. (Author/DJD)

ED 342 444 JC 920 126

Rice, Gail Rogers; Pope, Sandra
Outcome Assessment Plan, North Country Community College.
PUB DATE- Jun 90
NOTE- 122p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Basic Skills; *College Outcomes Assessment; College Planning; Community Colleges; *Evaluation Criteria; Evaluation Methods; *Evaluation Needs; *Evaluation Problems; General Education; Objectives; *Outcomes of Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *North Country Community College NY

In 1990, North Country Community College (NCCC) in New York developed an outcome assessment plan as a response to a requirement of the State University of New York. The planning process began in summer 1989 with an inventory of current assessment processes and a review of their effectiveness. A new plan was then developed, reviewed, and refined. This document includes a description of the planning process; reports on NCCC's progress in meeting its assessment goals in the areas of basic skills, general education, specialized transfer and career majors, and social and personal development; and goals and recommendations for 1990-1994 with respect to the same areas. The bulk of the document consists of a report prepared

Onibokun, Yemi
IEA Pre-Primary Study: Phase 1, National Research Report, 1991. Nigeria.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Child Health; *Day Care; *Day Care Centers; *Early Childhood Education; Employed Parents; *Family Characteristics; Family Environment; Foreign Countries; Housing; National Surveys; Parents; Rural Urban Differences; *Young Children
IDENTIFIERS- *Caregiver Child Relationship; Day Care Selection; Home Child Care; *Nigeria; Parent Caregiver Relationship

This study examined the early childhood care of 4- to 5-year-old children in Nigeria. Data were obtained from 842 Parent Guardian Questionnaires from urban areas and 409 from rural areas. The first part of the report describes the characteristics of the sample population. These items include language used at home; household size and composition; parental education and employment; and family housing. Part 2 discusses the use of child care outside the home. Topics include types of child care settings; hours of child care; parents' reasons for using child care; and parents' problems with child care. The third part reports on characteristics of child care facilities. Topics include costs of care; travel time between home and facility; parental satisfaction with care; services offered by facilities; contacts between parents and caregivers; and child health. Part 4 explains the daily routine of the Nigerian child. Children are divided into five clusters based on whether their principal caretaker is the mother at home, the mother at home and work, an unrelated female, relatives, or the school and the mother. Separate analyses are made for urban and rural children. (BC)

ED 342 462 PS 020 185

Hutchinson, Sue; Hamilton, David
The New Wave Nursery.
PUB DATE- Aug 91
NOTE- 6p.; Paper presented at the Annual Conference of the British Educational Research Association (Nottingham, England, August 28-31, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Employer Supported Day Care; *Financial Problems; Foreign Countries; Labor Market; *Nursery Schools; *Preschool Education; School Entrance Age; Vocational Education
IDENTIFIERS- *England; Labour Party (England); National Curriculum

In 1990, a task force invited the Liverpool University (England) Department of Education to provide organizational support for a new nursery. The nursery had two goals: to provide child care for unemployed parents and to provide training for parents who wished to obtain employment as child caregivers. The first phase of the university's support involved clarifying the current circumstances of preschool education in Great Britain. Eight forces were identified as influencing preschool education: (1) a restructured labor market, in which the number of women workers has increased significantly; (2) a lowered age

PUB DATE- Sep 91

NOTE- 16p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-11, 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperation; Curriculum Design; Decision Making; Educational Benefits; Elementary Education; *Family School Relationship; Foreign Countries; Interviews; *Parent Attitudes; *Parent Participation; Parent Role; Parents as Teachers; Parent School Relationship; Principals; School Effectiveness; Secondary Education; *Teacher Attitudes

IDENTIFIERS- *New Zealand (Auckland); School Culture

This study examines the manner in which primary schools, particularly at the school entry level, negotiate the process of parent-school collaboration in New Zealand. Parents' and professionals' attitudes about what parent roles are appropriate are also studied. The study describes the present range and levels of contact, and the amount of effort expended in the development of home-school relations. Parents and teachers from primary and secondary school in Auckland were interviewed concerning their beliefs about: (1) parent role; (2) involvement in discussions and decisions concerning curriculum, pedagogy, rules, and discipline; (3) the nature and importance of home-school contact; and (4) school visits and the procedure for parent-teacher contact. The data suggest that elementary classroom teachers have an open door policy. More elementary teachers perceive contact as direct than teachers at any other level of schooling. Nearly all the parents of elementary school children see direct contact with the classroom teacher as the norm. However, parents do not seem to be regarded by professionals as anything close to equal partners. Parents are not considered by others or themselves to be alternate teachers. Yet the importance of the home in literacy learning is widely acknowledged. Teachers are considered experts, and this contrasts with parents who are seen as having little to offer to discussions of curriculum or pedagogy. Appended are 19 references. (GLR)

ED 342 482 PS 020 339

Ford, Elizabeth A., Comp.

GOAL ONE Resource Directory: A Resource Directory of Selected Community-Based Collaborative Efforts To Improve Comprehensive Service Delivery to Young Children and Their Families. Fall 1991.

PUB DATE- 91

NOTE- 108p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Childhood Needs; *Community Programs; Delivery Systems; *Demonstration Programs; Early Childhood Education; *Family Programs; Models; *Program Descriptions; School Readiness; *Young Children

IDENTIFIERS- *Collaboratives; *Goal One Project (NAEYC); National Association Educ of Young Children

The GOAL ONE Project of the National Association for the Education of Young Children (NAEYC) is designed to ensure that leave their jobs after a brief tenure. In the NCCSS sample, teachers meeting California's standards regarding educational background were more effective and provided higher quality care than did teachers who did not meet the standards. Findings suggest that lowering teacher qualifications to solve the staffing shortage would seriously compromise the quality of child care in California, and that the staffing crisis could be eased by salary enhancements and support for training. (AC)

ED 342 501 PS 020 377

Owens, S. Jane
Establishing Staff Training for Identifying Learning Styles in the Preschool Setting.
PUB DATE- 91
NOTE- 74p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Communication Skills; Discipline; *Learning Modalities; *Lesson Plans; Nursery Schools; *Parent Teacher Cooperation; Preschool Children; Preschool Curriculum; Preschool Education; Student Behavior; Teacher Education; *Teacher Workshops; Training Methods

A practicum involved the design and implementation of a 10-week workshop that acquainted the staff of a nursery school with information about learning styles in the preschool. It was determined that because of a lack of information about learning styles, teachers and staff lacked the skills and confidence needed to apply learning style theory to their lesson plans, instruction, and communication with parents. The workshop series consisted of sessions on behavior styles, modality and hemisphere dominance, discipline, and parent communication. The series involved staff in the process of identifying students' learning styles, updating forms used at the school, and modifying teaching styles to blend with the learning styles of students. Results of the practicum were positive. Evaluations of the workshops by staff members indicated that they gained a good perspective on learning style and the effects of learning style on the daily process at preschool. Staff surveys indicated improved understanding of learning style and a willingness to use this understanding in the classroom. Included in this document are suggestions for implementation of future projects and a review of the literature on learning style. Appended are 33 references and related materials. (Author/GLR)

ED 342 502 PS 020 378

Weitock, Theresa A.
The Development and Implementation of a Parent Outreach Program To Increase School Involvement of Fourth Grade Parents.
PUB DATE- 91
NOTE- 58p.; ED.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; Elementary School Students; *Field Trips; *Grade 4; Intermediate Grades; Low Income; Modeling (Psychology); *Outreach Programs; *Parent Participation; Parent Student Relationship; Parent Teacher Conferences; *Parent Teacher

Cockrell, Karen
A Rural Professional Development School: University-School Collaboration in a Multicultural Setting.
PUB DATE- 14 Oct 91
NOTE- 14p.; Paper presented at the Annual Convention of the National Rural Education Association (Jackson, MS, October 10-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; College Curriculum; Community Support; Cultural Awareness; *Educational Cooperation; Educational Development; *Elementary Secondary Education; Faculty Development; Higher Education; *Multicultural Education; *Program Effectiveness; *Rural Education; Schools of Education; *Teacher Education
IDENTIFIERS- *Educational Alliances; Native Americans

The Oklahoma State University Educational Alliance was formed in 1990 to address multicultural issues in a rural setting and provide a multicultural experience for students. This alliance consisted of Oklahoma State University (OSU) College of Education, Frontier Public Schools, and the Otoe-Missouria Tribe. The OSU College of Education is comprised of six academic units having the primary mission of preparing educational personnel. The Frontier Public School District is a consolidated rural school site providing K-12 schooling for approximately 425 students. Fifty-two percent of the student population is of Native American descent; 48 percent is Anglo-American. The Otoe-Missouria Tribe is a federally recognized tribal government with 1,564 members. The combined resources of the alliance created opportunities for developing and implementing innovative programs. These programs' goals included: (1) professional development in a multicultural environment; (2) enhancing knowledge through field site and on-campus work; (3) fostering cooperation between alliance members; (4) enhancing the learning environment of all Frontier Public School students; and (5) increasing knowledge of college faculty of the Native culture and people. In 1990-91, the Alliance (1) developed a working relationship between the elementary school principal and the tribal child welfare unit; (2) provided OSU students with experience of culturally diverse education by conducting field trips; (3) involved members of the three components of the Alliance in active collaboration; and (4) provided Frontier School teachers an opportunity for graduate study. The OSU College of Education has begun planning additional alliances involving other rural Oklahoma school districts. (LP)

ED 342 520 RC 018 425

Denham, Alice, Ed.
Prevention and Retention: Facing Dropout Problems, Finding Solutions. Proceedings of the Texas Symposium on Hispanic Educational Issues (2nd, Lubbock, Texas, March 1-2, 1987).
SPONS. AGENCY- Meadows Foundation, Dallas, Tex.; Texas Tech Univ., Lubbock. Coll. of Education.
PUB DATE- Mar 87
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Adult Education; Costs;

of schools and prior to age 10 at 17 percent. However, 28 percent of respondents indicated that transition planning was not applicable to their students, and 25 percent thought that long-range or short-term goals were not applicable. Teachers felt that the five most important transitional planning issues were teaching social skills, teaching job skills, matching skills to the job, parent involvement, and case management. (SV)

ED 342 537 RC 018 489

Cates, Dennis L.; Kinnison, Lloyd
Students with Severe to Profound Mental Handicaps and Multiple Disabilities in Rural Schools: Can Their Needs Be Met?
PUB DATE- 19 Mar 91
NOTE- 21p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; Elementary Secondary Education; Mental Disorders; Mental Retardation; *Multiple Disabilities; *Rural Education; Rural Schools; School Districts; *Severe Disabilities; *Special Education; Special Education Teachers; *Teacher Certification
IDENTIFIERS- *Special Education Cooperatives

The education of students with severe to profound mental handicaps (SPH) or multiple disabilities may be greatly limited in rural settings. A survey investigating this issue in a southwestern state was completed by 136 of 346 directors of special education, 67 of whom worked in rural special education cooperatives. These cooperatives served 393 preschool, 851 elementary, and 828 secondary students with SPH or multiple disabilities. However, only 4 percent of teachers of these students possessed SPH certification, and only 26 percent possessed certification in mental retardation (MR). Figures were similar for individual rural districts and urban areas. The most common service delivery systems used by rural cooperatives were self-contained classrooms: (1) 32.5% of cooperatives for SPH elementary students; (2) 31% for MR elementary students; (3) 20% for SPH secondary students; and (4) 26% for MR secondary students. Developmentally-based program models were reported by 86 percent of rural cooperatives and ecologically-based programs by 29 percent. The fact that few districts used transdisciplinary teaming may indicate a lack of understanding of this model rather than a conscious decision to use other models. Survey results suggest that the quality of services available for SPH and multiply disabled students is limited by lack of qualified teachers, little use of ecological procedures, and a tendency to ignore functional and near-future needs. (SV)

ED 342 538 RC 018 490

Ferguson, Janice L.; And Others
Experimental Evaluation of "AIDS and You": A Pamphlet for High School Special Education Students.
PUB DATE- 19 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

Problems with the program included excessive travel time required for the coordinator and the reluctance of beginning teachers to participate in the program after a stressful day in the classroom. Other options for assisting beginning teachers are mentor teacher programs and computerized networks. (KS)

ED 342 555   RC 018 507

Steinmiller, Georgine G.; Steinmiller, Robert
Keeping Our Students in School: An Alternative Approach for At-Risk Students.
PUB DATE- 18 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; Dropout Prevention; *Dropout Programs; Dropout Rate; Grade Point Average; *Higher Education; *High Risk Students; High Schools; High School Students; *Self Esteem; *Student Attitudes; *Summer Programs

This paper describes a dropout prevention, residential summer program on university campuses in Arkansas. The Youth Opportunities Unlimited (YOU) progam began in 1988 at Henderson State University and by 1990 five Arkansas universities hosted programs. Funds for the program are provided through state agencies, the universities, vocational funds, and participating service delivery areas. The YOU program gives 14- and 15-year-old students the opportunity to master basic skills in language arts, mathematics, and reading as well as work experience during their 60-day residential program. Students can receive high school elective credit for their summer classes, which count toward graduation. Students also have the opportunity to earn approximately $600.00 to $700.00 for on-campus employment. Students are given a weekly allowance, and the rest of the money is put into a safekeeping account. Students receive medical and dental examinations and medical insurance for the summer. Henderson State University is tracking the pilot group of YOU students for 3 years. Results from the first and second year follow-up show that grade point average and attendance did not improve; however, students' self-esteem and positive attitudes improved during the program and remained stable after a 2-year lapse. Of the 43 pilot students, 3 have completed high school, 2 are in college, and only 6 have left school. (KS)

ED 342 556   RC 018 508

Hirsch, Karen
Disability Rights and Independent Living Movements.
PUB DATE- 18 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Advocacy; *Disabilities; Employment Opportunities; *Independent Living; *Leadership; *Rural Areas; Social Action; *Special Education Teachers
IDENTIFIERS- Americans with Disabilities Act 1990; *Center for Independent Living

based training include: (1) training that focuses on the needs and interests of their school communities; (2) teachers working together in devising and implementing interventions for individual students; and (3) flexibility in organizing and offering a wide range of training experiences. (LP)

ED 342 573 RC 018 526

Yanok, James; Beifus, Joan Addis
Communicating about Loss and Mourning: Death Education for Persons with Mental Retardation.
PUB DATE- 17 Mar 91
NOTE- 11p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Counseling Services; *Curriculum Development; Curriculum Evaluation; *Death; *Informal Assessment; *Mental Retardation; Program Development; Program Implementation

This paper describes a death education curriculum designed for and field-tested on verbally expressive adults with mental retardation. The Communicating About Loss and Mourning (CALM) curriculum was presented to an experimental group in 8 sessions each lasting 50 minutes. Lectures and group discussions were used to convey information about death and the aging process. The experimental group consisted of 25 randomly selected participants from clients enrolled in a sheltered workshop program. The mean chronological age and intelligence quotients were 35.1 and 49.3, respectively. The control group also consisted of 25 randomly selected participants from clients enrolled in the same sheltered workshop program. The mean chronological age and intelligence quotients were comparable to the experimental group. The control subjects were never introduced to the CALM curriculum nor had they received any prior instruction in death education or grief counseling. Members of both groups were administered an 8-question oral exam. Results indicated that the experimental group's performance was superior and the total percentage of correct exam responses by experimental subjects was statistically greater than that of the control group. This study reveals that adults with mental retardation have a need and can benefit from death education and grief counseling. Recommendations are included for the development and implementation of an appropriate death education program for mentally retarded adults. The 8-question examination is included. (LP)

ED 342 574 RC 018 527

Wika, Jim; Rudrud, Eric H.
School Transition to Employment Partnership (STEP): Employability Curriculum.
PUB DATE- 17 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Potential; Functional Reading; *Job

the other two elements; and (3) the first identification experience with an element tends to naturally lead the participants to identify with an opposite element, and eventually, to live the blend experience. (KS)

ED 342 591 RC 018 581

Miner, Todd
First Steps to the Last Frontier: Programming Suggestions for Alaskan Adventures.
PUB DATE- Oct 91
NOTE- 9p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adventure Education; *Outdoor Activities; *Recreation; *Tourism; *Travel
IDENTIFIERS- *Alaska; *Wilderness

This article provides an overview of trip programming in Alaska for those seeking a low-cost wilderness adventure. Alaska is a land of glaciers, mountains, lakes, rivers, forests, and wildlife. Safety is a major concern when traveling in Alaska. A local guide or outdoor educator can assist with safety and logistical planning. Travelers should plan to spend at least 2 weeks in Alaska. July and August are the most popular months to visit the state. Lodging, rentals, and some fresh foods are more expensive than in the rest of the country, although gas, outdoor equipment, and food staples are about the same as in the rest of the country. Public transportation includes the Alaska Railroad, buses, airlines, and the Alaska Marine Highway System. The paper lists specific low-cost wilderness trips in the following areas: (1) backpacking and ski touring; (2) trekking and ski touring; (3) mountain biking; (4) climbing and alpine ski touring; (5) river running and flatwater touring; and (6) sea kayaking. The paper recommends 26 trips, with a brief description and the number of days to be allotted for each. The paper also provides names, addresses, and phone numbers of organizations that can supply useful information for planning Alaskan adventures. In addition, descriptions are given for six books on adventuring in Alaska. A map of Alaska displays numbered locations for the 26 recommended trips. (KS)

ED 342 592 RC 018 582

Curtis, Rick
Computerizing Your Program.
PUB DATE- Oct 91
NOTE- 11p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

(055),Collected Works - General (020)
DESCRIPTORS- Art Education; *Computer Assisted Instruction; *Computer Simulation; Educational Games; Elementary Education; Foreign Countries; Language Arts; *Learning Activities; Music; Problem Solving
IDENTIFIERS- United Kingdom

This book is a comprehensive and practical guide to the use of computers across a wide age range. Extensive use is made of photographs, illustrations, cartoons, and samples of children's work to demonstrate the versatility of computer use in schools. An introduction by Rob Crompton placing computer use within the educational context of the United Kingdom discusses teaching styles and practices, the "official view" as exemplified by government publications, the Educational Reform Act of 1988, and the design of the National Curriculum; the introduction concludes by summarizing the role of the computer in schools under the following headings: breadth, balance, relevance, differentiation, and progress and continuity. The remaining 13 chapters contain practical suggestions. The chapters are as follows: "Getting Started" (Gillings, Griffiths); "The Early Years" (Snowdon); "Language" (Mann); "Project Work: Religious Education" (Hughes); "Project Work: Adventure Games" (Underhay); "Project Work: Simulations" (Hunt); "Project Work: Handling Information" (Cowell); "Problem Solving" (Gillings, Griffiths); "Beyond the QWERTY keyboard" (Hopkins); "Creative Activities: Music" (Congdon); "Creative Activities: Art and Design" (Royle); "Developing a School Policy" (Richards) and "Technical Tips" (Gillings, Griffiths). Appendixes provide sources for obtaining details of programs and special equipment and a glossary of disc error messages. (KR)

ED 342 613 SE 052 008

Merttens, Ruth; Vass, Jeff
Sharing Maths Cultures: IMPACT (Inventing Maths for Parents and Children and Teachers).
PUB DATE- 90
NOTE- 205p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Cultural Awareness; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Mathematics Education; *Parent Participation; Program Descriptions
IDENTIFIERS- *Great Britain

This book describes the Inventing Maths for Parents and Children and Teachers (IMPACT) project, a project that involves parents routinely in the primary school curriculum and that includes curriculum materials that are designed to be valid across different cultures. This book describes and promotes educational settings in which the child is not the center or object of teaching, but is the initiator and tutor. It explains how any teacher or school can set up and run a similar initiative. Detailed examples are given of the processes involved and the specific methods used for effective parental involvement. It describes and discusses sample materials for implementing the scheme, and outlines a radically new approach to evaluation. It reflects upon the relationship between the National Curriculum, IMPACT, and primary math. Chapter 1 locates IMPACT in the ongoing debates in education, particularly the relationship of the community to the curriculum. Chapter 2 takes a more detailed look at the research context of IMPACT. Chapter 3 gives details of how to learned more as they proceeded from domain to domain, indicating that they were becoming more effective in planning and carrying out experiments, and in formulating and testing hypotheses based on those experiments. The findings suggest that the most generally useful skills for direct instruction may be those for evaluating the kind of problem at hand and for selecting the most appropriate processes and strategies. (Author)

ED 342 631 SE 052 276

Leinhardt, Gaea; And Others
Annotated Bibliography of Selected Articles on Graphing and Functions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 90
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco CA, March 1989). For a related document, see EJ 414 297.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Algebra; Cognitive Development; *Cognitive Processes; *Concept Formation; Elementary Secondary Education; *Equations (Mathematics); *Functions (Mathematics); Mathematics Education; *Mathematics Instruction; Misconceptions; Teaching Methods; Thinking Skills
IDENTIFIERS- Computer Integrated Instruction; *Graphing (Mathematics); *Representations (Mathematics); Subject Content Knowledge; Teacher Knowledge

The theme of the material contained in this annotated resource list is the relationship between teaching and learning mathematics in the specific content area of graphing functions. The list contains 30 articles, papers, and unpublished manuscripts written from 1979 through 1989. The articles treat various aspects of concept formation, misconceptions, representational links, and technology for graphing functions. Purpose, sample, method, and findings are presented for research studies. Summaries are provided for papers included on the list. (MDH)

ED 342 632 SE 052 279

Mukhopadhyay, Swapna; And Others
Social Sense-making in Mathematics: Children's Ideas of Negative Numbers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 11p.; Paper presented at the Psychology of Mathematics Education Conference (Mexico, July 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Concept Formation; Context Effect; Elementary Education; Experiential Learning; Mathematical Applications; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Number Concepts; *Problem Solving; *Word Problems (Mathematics)
IDENTIFIERS- *Negative Numbers

This study investigated children's ability to interpret a natural social situation, depicted in a narrative story, and to use documented for children and unschooled people are not sustained in school mathematics. The first, called the "syntax-semantics" hypothesis, is that the focus in school on formal symbol manipulation discourages children from bringing their intuitions to bear on school mathematics learning. The second, called the "abstract entities" hypothesis, is that there is an epistemological discontinuity between informal mathematics rooted in everyday behavior and the kind of mathematical reasoning that is sought in school. The third section discusses a theory of layers of mathematical knowledge. The layers are characterized as the mathematics of protoquantities, quantities, numbers, and operators. The fourth section discusses teaching mathematics on the basis of intuitive knowledge, arranging situations of practice and discussion that will help children elaborate their schemas at successively higher levels of mathematical knowledge. The final section presents six principles that guided the development of a progam for elementary classroom instruction which not only produced substantial gains in children's mathematical performance but challenged some long-held assumptions in psychology and education as well. (MDH)

ED 342 649 SE 052 521

Entry-Level Undergraduate Courses in Science, Mathematics and Engineering: An Investment in Human Resources.
SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, DC. Directorate for Education and Human Resources.
PUB DATE- Jan 90
NOTE- 63p.; Report from Sigma Xi, the Scientific Research Society, Committee on Science, Mathematics and Engineering Education Wingspread workshop (Racine, Wisconsin, June 21-24, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Engineering Education; Faculty; Higher Education; *Introductory Courses; Mathematics Education; Minority Groups; Science Education; *Student Attitudes; Student Evaluation; *Student Needs; *Undergraduate Study

This document is a general consensus report from the college and university teachers who took part in a workshop on entry-level undergraduate courses in science, mathematics, and engineering. The workshop was in response to an assessment made by a Sigma Xi National Advisory Group (NAG) in its 1989 report on undergraduate education in science, mathematics, and engineering. That report identified entry-level courses in these areas to be the "watersheds" that determined the place of science, mathematics, and engineering in the lives of those who go to college and determined the vitality of the academic departments in these disciplines. The participants in both NAG and the workshop were selected so as to achieve maximum diversity in disciplines, types of academic institutions, and the U.S. population (including the traditionally underrepresented). The intent was for these groups to identify and, to some degree, analyze problems and issues common to multiple disciplines and multiple types of institutions. Sections 2, 3 and 4 of this report present a collective participant perspective of: (1) the needs and problems of entry-level students; (2) the role of the faculty in delineating missions of entry-level courses, initiating change and bringing about change consistent with those missions; and (3) the role of institutions and their administrators in facilitating which classes of concepts the PAC-learning problem is tractable and discovering efficient learning algorithms for such classes. The second area from which topics are drawn is that of online algorithms for graph-theoretic problems. Many problems in such fields as communications, transportation, scheduling, and networking can be reduced to that of finding a good graph algorithm. After an introduction in Chapter 1, some background information is provided in Chapter 2 on the field of computational learning theory. In Chapter 3 it is shown that for any concept class having a particular closure property, the existence of a graph algorithm implies that the class is PAC-learnable. Chapter 4 defines a variation on the standard PAC model of learning called semi-supervised learning, a model which permits the rigorous study of learning situations where the teacher plays only a limited role. Chapter 5 deals with the problem of prediction as performed by deterministic finite automata, counter machines, and deterministic pushdown automata. Chapter 6 investigates the power and the performance of online algorithms for a certain class of graph problems, referred to as vertex labeling problems. (77 references) (JJK)

ED 342 666   SE 052 634

Hatry, Harry; And Others
Guidelines for School-Business Partnerships in Science and Mathematics. The Urban Institute Project Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Hitachi Foundation, Washington, DC.
PUB DATE- Aug 89
NOTE- 193p.; Funding also received from the American Honda Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Career Choice; Demonstrations (Educational); Elementary Secondary Education; Evaluation; Inservice Teacher Education; Lecture Method; Mathematics Education; Mentors; Minority Groups; Professional Development; Program Descriptions; Role Models; *School Business Relationship; Science Education; *Self Esteem; *Teacher Effectiveness; Teaching Methods

The primary purpose of this report is to provide guidelines to school systems and businesses on ways to increase the likelihood that science and math school-business partnerships will be successful in: (1) improving student competence in science and math; (2) increasing student interest in science and mathematics related subjects; (3) increasing the number of students seeking science or math careers; (4) increasing student self-esteem; and (5) helping teachers strengthen their science or math teaching performance. The guidelines presented here are based on observations of both good practices and problems encountered in the 24 partnerships reviewed for this report. These observations include on-site assessments of 17 partnerships in 11 communities. In addition, off-site reviews were conducted of an additional seven programs in seven other communities. The programs examined were selected because they focused on math or science, had been in existence for at least 1 full year, and involved an extensive commitment of time from business personnel. The partnerships were then placed into the following categories: (1) class demonstrations and lectures;

evidence about the effects of using computers in mathematics instruction in grades five through eight. Ninety-six classes (48 pairs of "computer" and "traditional" classes) taught by 56 teachers in 31 schools from 25 districts in 16 states participated in the first year of the study; 11 teachers from 9 schools employed the same "teacher-control" design through the second year of the experiment. In 73% of the pairs of classes, the same teacher taught both the "traditional" and "computer" classes. Twenty-three of the 31 schools used Apple II series software, 9 used IBM software, 1 used Texas Instruments cartridge software, and 1 school used networked Radio Shack TRS-80 hardware and software. Most classes used the computers for drill-and-practice programs, and several used problem-solving tasks built into programs. On the average, students spent 36 hours during the school year on computer-based mathematics activities. Results from analysis of pre- and post-test results indicate that the overall effect sizes found at the end of the first year on five measures of mathematics achievement were not substantially above zero for the study populations a whole, except for the estimations subtest. Selected posttests are appended. (4 tables/figures) (MDH)

ED 342 685 SE 052 986

Bourque, Mary Lyn; Garrison, Howard H.
The LEVELS of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment. Volume I: National and State Summaries.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 368p.; For volumes 2 and 3, see SE 052 987-988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Rating; Elementary Secondary Education; *Grade 4; *Grade 8; *Grade 12; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; National Programs; Racial Differences; Sex Differences; State Programs; Student Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey of educational achievement of what American students know and can do, it also includes a yardstick that can be used to evaluate that performance. Results, presented here for the states and the nation, indicate that just over 60 percent of the students in grades 4, 8, and 12 are performing at or above the basic level on the 1990 NAEP Mathematics Assessment. Less than 20 percent of the students in these three grades reach proficient level or beyond. The percentage of students at or above the advanced level ranges from 0.6 percent in grade 4 to 2.6 percent in grade 12. Over one-third of the students assessed did not reach the lowest level adopted by the Board. The introduction describes NAEP and explains the reasons for setting of the new achievement levels. The document is subsequently divided into three chapters. Chapter 1 describes the levels and provides test items and corresponding results at different grade levels. Chapter 2 reports the overall results for the nation by grade, gender, race or ethnicity, community type, parents education, and school type, and semesters of high school math for grade 12.

test-writing techniques. They include the following: (1) provide plenty of opportunity for students at all levels to practice the type of writing expected on the test; (2) make the assessment reflect the goal of the course, with mechanical and grammatical errors kept in the perspective of the overall communicative purpose of the text; (3) test a variety of skills and create writing tasks of varying lengths; (4) plan tests to be shorter and more frequent; and (5) create evaluation checklists or profiles to systematize grading, reduce bias, and communicate results to students. Ways in which curriculum and classroom activities can be adjusted to reflect these considerations and better prepare students for evaluation are offered. A 15-item bibliography is included. Sample grading criteria for compositions and sample criteria for use in a composition course (presented in Spanish) are appended. (MSE)

ED 342 250 FL 020 111

Tickoo, Makhan L., Ed.
Learners' Dictionaries: State of the Art. Anthology Series 23.
PUB DATE- 89
NOTE- 249p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Dictionaries; Difficulty Level; *English (Second Language); Foreign Countries; Foreign Language Books; Grammar; Illustrations; Language Patterns; Pronunciation; Second Language Instruction; Sociocultural Patterns; Trend Analysis; *User Needs (Information); *Users (Information); *Vocabulary Development
IDENTIFIERS- *Bilingual Dictionaries

A collection of articles on dictionaries for advanced second language learners includes essays on the past, present, and future of learners' dictionaries; alternative dictionaries; dictionary construction; and dictionaries and their users. Titles include: "Idle Thoughts of an Idle Fellow; or Vaticinations on the Learners' Dictionary" (Ladislav Zgusta); "Recent Developments in EFL Dictionaires" (Gabriele Stein); "Learners' Dictionaries--Recent Advances and Developments" (A. P. Cowie); "The Background and Nature of ELT Learners' Dictionaries" (Tom McArthur); "Dictionaries and Language Learning" (Paul Nation); "Monolingual and Bilingual Dictionaries: Fundamental Differences" (Tadeusz Piotrowski); "The Collocational Dictionary and the Advanced Learner" (Morton Benson); "Grammar in Dictionaries" (Thomas Herbst); "The Treatment of Pronunciation in Some Monolingual General Dictionaries Used by Learners of English" (W. R. Lee); "How Many Words Is a Picture Worth? A Review of Illustrations in Dictionaries" (Hilary Nesi); "Uncommonly Common Words" (John M. Sinclair); "A Vocabulary for Writing Dictionaries" (Gwyneth Fox); "Vocabulary, Culture, and the Dictionary" (Hilary Bool, Ronald Carter); "Which Dictionaries and Why? Exploring Some Options" (Makhan L. Tickoo); "How to Use a Dictionary?" (Soekemi); and What We (Don't) Know about the English Language Learner as a Dictionary User: A Critical Select Bibliography" (R. R. K. Hartmann). (MSE)

ED 342 251 FL 020 113

Laurinen, Leena, Ed.; Kauppinen, Anneli, Ed.
Problems in Language Use and Comprehension = Kielen Kayttamisenja Ymmartamisen Ongelmia. AFinLA Yearbook 1988. No. 46.
PUB DATE- 88

*Public Policy; Second Language Instruction; Teacher Education
IDENTIFIERS- *Africa (Sub Sahara); Burundi; Gabon; Gambia; Kenya; Liberia; Rwanda; Senegal

During colonial times, education in Africa was based on the European system of education, and the European languages remained the only languages taught in schools. These languages were often taught by poorly trained teachers who passed their errors on to students. Major policy revisions and modifications in language education, teacher training, and textbook and examination writing are changing the situation. These educational and language policy shifts are examined in seven anglophone and francophone countries in western, central, and eastern Africa, including: Senegal, The Gambia, Liberia, Gabon, Rwanda, Burundi, and Kenya. Changes in these countries are seen as indicative of general trends in other African nations. The study examines each of the seven countries' basic cultural and linguistic compositions, present school systems and policies regarding indigenous and foreign languages, teacher training and professional preparation, textbook preparation and use, the use of broadcasting to teach language, and adult functional literacy programs. Educational reforms and changes common to all seven countries are examined, and their common educational needs and priorities are discussed. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 342 274 FL 800 062

Perin, Dolores
The Consortium for Worker Literacy. A Summary of Activities between September 1985 and March 1987. Technical Report #1.
PUB DATE- Apr 87
NOTE- 45p.; For Technical Report #2, see ED 340 255.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Adult Basic Education; *Adult Literacy; Consortia; Curriculum Development; Educational Philosophy; English (Second Language); Higher Education; High School Equivalency Programs; *Labor Education; Language Skills; *Literacy Education; Program Descriptions; Reading Skills; School Holding Power; Skill Development; Staff Development; Student Characteristics; Student Recruitment; *Unions
IDENTIFIERS- New York (New York); *Workplace Literacy

The Consortium for Worker Literacy is made up of a group of New York City unions that are providing literacy education to workers and their families in order to help them adjust to a radically changing labor market. The consortium operates a degree program for workers in collaboration with the City University of New York. At a different academic level, the consortium provides basic education, high school equivalency, and English-as-a-Second-Language programs. The consortium has grown to include eight unions. The report is a summary of the consortium's administrative structure, pedagogical philosophy, student population, and student recruitment and retention rates. Curricular innovations are described and summaries of data on increased reading and language skills are presented. Staff development activities and the City University of New York Worker Literacy Project are also outlined. Most data reported are for the consortium's first year only. Appended materials include the agenda of a staff training workshop and the schedule of a consortium conference. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Minority Groups, Postsecondary Education; Undergraduate Study; *Womens Studies

This book provides a collection of 19 essays that discuss curricular change in higher education regarding ethnic and women's studies, and presents the theoretical and practical bases for accomplishing this restyling. The papers and authors are as follows: "The Difficult Dialogue of Curriculum Transformation: Ethnic Studies and Women's Studies" (Johnnella E. Butler); "Funding Women's Studies" (Caryn McTighe Musil, Ruby Sales); "Private Foundation Grants to American Ethnic Studies Departments and Programs, 1972-1988; Patterns and Prospects" (Katharine Bolland, John C. Walter); "Different Voices: A Model Institute for Integrating Women of Color into Undergraduate American Literature and History Courses" (Johnnella E. Butler, Betty Schmitz); "Transforming the Curriculum: Teaching about Women of Color" (Johnnella E. Butler); "Teaching 'White Women, Racism and Anti-Racism' in a Women's Studies Program" (Ruth Frankenberg); "Gender and the Transformation of a Survey Course in Afro-American History" (John C. Walter); "Black Studies in Liberal Arts Education" (Johnnetta B. Cole); "Towards an Epistemology of Ethnic Studies: African American Studies and Chicano Studies Contributions" (R. A. Olguin); "Is Jewish Studies Ethnic Studies?" (Howard Adelman); "The Politics of Jewish Invisibility in Women's Studies" (Evelyn Torton Beck); "Gender in the Context of Race and Class" (Elizabeth V. Spelman); "Asian American Literary Traditions: Real vs. Fake" (Frank Chin, and others); "Time and Time Again: Notes Toward an Understanding of Radical Elements in American Indian Fiction" (Kathryn Shanley); "The Sign in Sidney Brustein's Window: Toward a Transformative Aesthetic" (Johnnella E. Butler); "Armenian American Women: The First Word..." (Arlene Avakian); "A Black Feminist Perspective on the Academy" (Beverly Guy-Sheftall); "A Critical Assessment of Bloom: The Closing of the American Mind?" (Jonathan Majek); and "Praxis and the Prospect of Curriculum Transformation" (Johnnella E. Butler, John C. Walter). (GLR)

ED 342 294 HE 025 265

Simpson, William Brand
Cost Containment for Higher Education: Strategies for Public Policy and Institutional Administration.
PUB DATE- 91
NOTE- 255p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Access to Education; Budgeting; Budgets; Capital; Capital Outlay (for Fixed Assets); Cost Effectiveness; Costs; Educational Administration; Educational Equity (Finance); *Educational Finance; Educational Planning; Endowment Funds; Expenditure per Student; *Expenditures; Federal Aid; Finance Reform; Financial Needs; *Financial Policy; Fiscal Capacity; Government Role; *Higher Education; *Institutional Cooperation; Instructional Student Costs; Noninstructional Student Costs; Politics of Education; Salary Wage Differentials; School Funds; State Federal Aid; Student Financial Aid

This book discusses long term strategies for cost containment for higher education that are currently in use or could be employed. Some of the strategies discussed are applicable at various levels of government, some relate to interinstitutional arrangements and some are options of the individual institutions. The chapters are as follows: (1) "Strategies of a Philosophical and Political

This report presents the results of an annual survey (1989-90) of states with general programs of scholarship or grant assistance for undergraduate study. Section I presents highlights and a summary of the survey's results. Section II offers comparative program statistics for 1988-89 and 1989-90 with some data from earlier years. Section III documents current policy issues and concerns including planned program changes, new programs, and changes that states would like to see in the reauthorization of the Title IV programs of the Higher Education Act. Section IV provides estimated award distribution by student categories for comprehensive undergraduate need-based scholarship and grant programs for 1989-90. Section V ranks state grant program expenditures by resident populations, per resident college-age population, by estimated grant dollars per full-time enrollment, by proportions of full-time undergraduates receiving awards, and by total state grants as percentage of appropriations of state tax funds for higher education. Section VI covers trends including new state programs, state and federal grants compared, state undergraduate and graduate grants, changes in average college costs, and need-based state grant dollars as a percent of combined state grants, Pell grants and other funds. A final section lists officers of the National Association of State Scholarship & Grant Programs and provides information on state grant agencies. (JB)

ED 342 312 HE 025 283

The Preservation of Excellence in American Higher Education: The Essential Role of Private Colleges and Universities. Report of the ECS Task Force on State Policy and Independent Higher Education.
SPONS. AGENCY- AT&T Foundation, New York, NY.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 90
NOTE- 215p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Comparative Analysis; Educational Assessment; *Educational Policy; *Educational Quality; Enrollment; Federal Aid; Governance; *Higher Education; Private Colleges; *Private Education; School Support; *State Aid; *Statewide Planning; Student Financial Aid; Trend Analysis; Tuition
IDENTIFIERS- *Excellence (Quality)

This report examines the role of private higher education in meeting public purposes, considers how state policies affect this role, and presents actual and potential trends. Also, the report warns of serious causes for concern and presents recommendations that include preventive measures deserving early consideration. Sections of the report include discussions of the contributions made by private higher education to educational quality and to state and national interests; and the causes for concern for private higher education in areas such as enrollment, affordability, tuition, and governance. Also examined are the components of state policies that affect the financial environment in which private higher educational institutions must function. These policy components involve the recognition of the private sector in statewide planning, student subsidy policies, availability of specific grants or contracts, the availability of general purpose direct funding

DESCRIPTORS- Cost Effectiveness; Economic Change; Economic Impact; *Educational Finance; *Educational Legislation; *Federal Legislation; Finance Reform; Financial Policy; Financial Support; Fiscal Capacity; Government Role; Hearings; Higher Education; Interest (Finance); Loan Repayment; Money Management; Risk; *Student Loan Programs; Taxes

IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *Student Loan Marketing Association

As part of a series of hearings on the reauthorization of the Higher Education Act of 1965, testimony was heard on the safety and soundness of the Student Loan Marketing Association (Sallie Mae). Witnesses discussed many issues surrounding financial oversight of federal agencies and financial risk to the taxpayer through the potential failure of such institutions. Legislation proposed by the Administration to improve oversight was discussed as well as particulars of the financial status of Sallie Mae and recommendations for reforms to its administration. Among the witnesses testifying were the following: Michael Basham, Secretary for Federal Finance; Richard L. Fogel, Assistant Comptroller General for Government Programs, General Accounting Office; James L. Blum of the Congressional Budget Office, and Lawrence A. Hough of the Student Loan Marketing Association. Also included are the prepared statements of the witnesses and of others who could not appear for the hearing, along with letters and supplemental materials. (JB)

ED 342 332 HE 025 306

Hearings on the Reauthorization of the Higher Education Act of 1965: Program Integrity. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (May 21, 29-30, 1991).

PUB DATE- May 91

NOTE- 502p.; Serial No. 102-39. Portions of document contain small/light print.

LANGUAGE- English

EDRS Price- EDRS Price - MF02/PC21 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Accountability; Accreditation (Institutions); College Athletics; Cost Effectiveness; Economic Impact; Educational Finance; Eligibility; *Federal Legislation; Finance Reform; *Financial Policy; Fiscal Capacity; Hearings; *Integrity; Loan Default; Loan Repayment; Minority Groups; Money Management; Postsecondary Education; Program Evaluation; Risk; State Agencies; State Aid; State Federal Aid; *Student Financial Aid; *Student Loan Programs; Vocational Schools

IDENTIFIERS- Congress 102nd; *Higher Education Act 1965

As part of a series of hearings on the reauthorization of the Higher Education Act of 1965, testimony was heard over 3 days on the integrity of the federal student financial assistance programs. In the course of addressing this issue witnesses testified the first day about public confidence in the programs, accreditation of schools and their eligibility for participation in federal programs, the cost of student loan defaults, for-profit trade schools, minority participation in higher education, and suggestions for reform. In addition to this testimony, the texts of three bills addressing reform of the Higher Education Act are presented: House of Representatives Bills numbered 327, 1118, and 2246. The second day heard officials from various federal agencies connected with the federal student financial aid programs, including the Deparment of Education and the General Accounting Office. The and supra-national levels. Information is assessed concerning students' responses in the following areas: preparation for the study abroad period; advice and support provided by the host university; living in the host country; studying at the host university; accommodations; financial resources and expenses; foreign language proficiency before and after the study period abroad; knowledge of and opinion about the host country culture and society; and academic achievements and recognition of study abroad. Also examined were students' assessments of problems faced during the study period abroad and their integration into the academic and social life of students at the host university. (GLR)

ED 342 351 HE 025 326

Teichler, Ulrich; And Others
Student Mobility within ERASMUS 1988/89: A Statistical Profile. ERASMUS Monographs No. 12.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 91
NOTE- 65p.; For related document, see HE 025 325; for an earlier profile, see ED 336 009.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Data Analysis; Data Collection; Financial Support; Foreign Countries; *Foreign Students; *Grants; Higher Education; *Student Characteristics; *Student Mobility; Student Needs; Study Abroad; Transfer Students
IDENTIFIERS- *ERASMUS Programme; European Economic Community

This report provides an overview of student mobility between th member countries of the European Community supported by the ERASMUS (European Community Action Scheme for the Mobility of University Students) program during the academic year 1988-89, the second year of its implementation. Information is presented on the programs, the participating institutions of higher education and departmental units, and on the students who were awarded ERASMUS grants in that academic year. Included in the report are data on the duration of the study abroad period, ratio of actual numbers of students to grants originally awarded, the numbers of students supported by the ERASMUS scheme and their biographical profile, comparisons between the 1987/88 and 1988/89 students, and information on the type of ERASMUS grants received in 1988/89. Also provided are statistics on the number and kinds of participating departmental units, the amount of ERASMUS support received, and the patterns of expenditure. (GLR)

ED 342 352 HE 025 327

Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1987-Spring 1989.
PUB DATE- Nov 91
NOTE- 237p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Credits; College Outcomes Assessment; Comparative Analysis; *Developmental Studies Programs; Educational Assessment; *Educationally Disadvantaged; Enrollment; Evaluation Criteria; Evaluation Methods; Higher Education; *Outcomes of Education; *Program

selected paper records for security, ease of access, space consideration, and preservation of important information; overseeing the creating and use of forms, correspondence, and other records; and identifying, appraising, and preserving records of archival value. The advantages of a records management program are described, and benefits of records management legislation are discussed. Suggestions are provided for the components of records legislation, including program statement, objectives, elements, and responsibility. The State Archives and Records Administration contact address and telephone number for further information are listed. (DB)

ED 342 371 IR 015 403

Morgan, Alistair
Research into Student Learning in Distance Education.
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Learning; Course Content; *Distance Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Interviews; Qualitative Research; *Research Methodology; Student Attitudes; *Student Development; *Undergraduate Students

This report reviews the work which has been carried out under the label of "research in student learning," in order to examine the significance of the findings for distance education, and to discuss some of the methodological issues raised in carrying out this research. The discussion also provides insights into conducting this type of research in distance education. It is concluded that research findings have revealed five elements for understanding student learning. The first, students' orientation to learning, is described as the collection of attitudes, aims, and purposes that express a student's relationship to a course and the particular educational institution. Orientation is concerned with a student's vocational, academic, personal, or social approach to education. The second element for understanding student learning concerns students' development as learners. This is described as a process in which students progress from memorizing facts to considering the abstraction of meaning, and the strategies students use in order to learn. The third element consists of the students' approaches to study, specifically, their distinction between a deep and surface approach to new material. The fourth element is the area of learning outcomes, or, what students actually learn from a course of study. The last element is the area of students' experiences of course design and assessment. Course design and assessment are noted as key areas where distance educators and educational technologists are able to influence the ways in which students approach their studies. (27 references) (DB)

ED 342 372 IR 015 404

Moran, Louise
A Social History Approach to Research in Distance Education.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies

issues posed in the application of existing copyright law to DAT recording is that such recording may not fall within the fair use exception of the law, and, therefore, issues of infringement may arise with the sale and use of DAT. References are provided throughout the report. (DB)

ED 342 391 IR 053 909

1990 Public and Association Libraries Statistics.
PUB DATE- 91
NOTE- 286p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Interlibrary Loans; Library Circulation; Library Collections; *Library Expenditures; Library Materials; Library Personnel; Library Standards; *Library Statistics; Operating Expenses; *Public Libraries; Questionnaires; State Surveys
IDENTIFIERS- New York

This report presents statistical pictures of New York State public libraries and public library systems during the calendar year 1990. The information is derived from the 1990 Annual Report for Public Libraries and Annual Report for Public Library Systems forms. Three statistical pictures of public libraries are presented. First, statistics for libraries are grouped by library system or nonsystem, and facts about library operations for each public library are presented, including resources, use, and finances. Libraries are grouped by library system, then by county within each library system. Statistics for all branches and other outlets are included within the statistics for the main library. Secondly, statistics for all libraries and library systems are grouped by size of population and selected facts about library operations and finances by population size are given, from largest to smallest. Thirdly, statistics on whether public libraries meet the 1988 proposed minimum public library standards are provided. The libraries are then grouped by library system or nonsystem. Appended to the report are the annual report forms and instructions for public libraries and public library systems, codes for selected tables, keys to abbreviations, an index by county, and an index by library. (MAB)

ED 342 392 IR 053 911

Brenneise, Harvey
A History of Professional Meetings of Seventh-Day Adventist Librarians Prior to the Formation of the Association of Seventh-Day Adventist Librarians.
PUB DATE- Dec 91
NOTE- 15p.; Paper presented at the Annual Conference of the Association of Seventh-day Adventist Librarians (Collegedale, TN, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Programs; College Libraries; Higher Education; History; *Librarians; *Library Associations; Periodicals; *Preservation; Primary Sources; Professional Associations; *Religious Cultural Groups
IDENTIFIERS- *Seventh Day Adventist Church

This paper traces the history of professional meetings of Seventh-day Adventist Librarians from 1951 to 1976. It uses primary

*International Organizations; International Programs; Library Acquisition; Library Development; Library Education; *Library Science; Literacy; National Libraries; Policy Formation; Preservation; Public Libraries; School Libraries; Seminars
IDENTIFIERS- Harmonization; *International Federation of Library Associations

This bibliography presents sources which trace the development of the International Federation of Library Associations and Institutions' (IFLA) policy for the support of librarianship in Third World countries, the development of awareness and sensitivity to its issues within the library and information world, and the way in which professionals in Third World countries have found an effective voice. Sources are listed for the following areas: (1) development of the Advancement of Librarianship in Developing Countries (ALP) core program; (2) the work of the division of regional activities and the sections on regional activities; (3) IFLA/UNESCO pre-session seminars for librarians from developing countries; (4) other IFLA conference papers; (5) IFLA's UAP (Universal Availability of Publications) and UBCIM (Universal Bibliographic Control) programs and the developing countries; (6) library and information work in the developing countries of Africa, Asia and Oceania, Latin America, and the Caribbean; (7) education and training; (8) qualification and harmonization of qualifications; (9) national libraries and legislative libraries; (10) university libraries; (11) public libraries; (12) school libraries and children's libraries; (13) preservation; (14) new technology; (15) publishing, reading, and literacy in developing countries; (16) UNESCO's General Information Programme; and (17) book aid programs, their donors, and regional library associations. The bibliography concludes with an index and ordering information for IFLA professional reports. (MAB)

ED 342 410 IR 053 931

Auraria Library Instruction Program.
PUB DATE- 91
NOTE- 680p.
LANGUAGE- English
EDRS Price- EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Libraries; Higher Education; Information Seeking; Library Collections; *Library Guides; *Library Instruction; Library Services; Reference Materials; Research Skills; *Research Tools

In order to meet the needs of a diverse user population from three different institutions of higher learning, this information packet presents a menu of instructional options from which patrons can choose. (Located on a large urban campus, the Auraria Library serves students, faculty, and staff from the Community College of Denver, the Metropolitan State College of Denver, and the University of Colorado at Denver, as well as the public. It is noted that each of the colleges has unique goals, missions, and student populations.) Brief descriptions of the library and a pilot library instruction program are followed by a copy of the Auraria Library Handbook, which is divided into four main sections. "Organization of the Library" provides orientation information about the library and its services. Basic information is given about where to go with questions, how materials are organized, and the kinds of materials that are available and where they are located. "Finding Information" forms the core of the handbook. It

Hullar; (13) "Targeting JTPA to the Fast Track of Community Problem Solving," by Marsha M. Oliver; (14) "Strategic Planning & Local Systems Building: A Case History," by Marion W. Pines; (15) "Economic Development through Human Resource Development," by Grace Carolyn Brown; (16) "Case Study of Triton College's Role in the Formation of a Regional Economic Development Effort," by David Kozlowski; and (17) "The Role of the Community College in Economic Development," by James P. Long. (JMC)

ED 342 427 JC 920 039

Lowe, Carol, Ed.
Directions. The Master Plan for McLennan Community College.
PUB DATE- 29 Jun 89
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- College Faculty; *College Planning; College Programs; Community Colleges; Continuing Education; Educational Facilities; Educational Finance; *Master Plans; School Community Relationship; School Personnel; *Student Personnel Services; *Transfer Programs; Two Year Colleges; *Vocational Education
IDENTIFIERS- *McLennan Community College TX

This master plan for McLennan Community College (MCC) begins with a mission statement, brief history of the college, and a summary of the planning process. The remainder of the plan lists the 67 strategic goals of the college, the strategies that will be used to attain them, and the planning context within which the goals were developed. In many cases, the planning context reflects parallels between the intended directions for MCC and the national directions presented in "Building Communities: A Vision for a New Century," the report of the Commission on the Future of Community Colleges. Within the broad areas of educational programs, human resources, financial and physical resources, and student services, the goals are presented in the following categories: (1) educational excellence; (2) transfer programs; (3) vocational/technical programs; (4) continuing education; (5) instructional support/library; (6) the Instructional Resources Center; (7) organization and administration; (8) staff development; (9) minority staff recruitment; (10) faculty committees; (11) part-time faculty; (12) faculty loads; (13) faculty salaries; (14) evaluations; (15) academic freedom and tenure; (16) financial resources; (17) physical resources; (18) admissions and registration; (19) student recruitment and retention; (20) minority recruitment and retention; (21) career counseling; (22) non-academic services; (23) the extended community; (24) public relations; and (25) low-cost, advanced courses. (AC)

ED 342 428 JC 920 044

Retention: Articulation and Recruitment of the At-Risk Student. S.E.E. Model Program: "Students with Education and Experience." A Workshop Presented for Skyline College: "Developing Students for the 90's" (San Bruno, California, April 11-12, 1991).
PUB DATE- Apr 91
NOTE- 59p.
LANGUAGE- English

by the General Education Task Force providing recommendations for the assessment of general education. The report focuses on: (1) representative approaches to general education and general education at NCCC; (2) course-embedded assessment measures; (3) general tests of student knowledge and competence; (4) general education competencies in the areas of literacy, writing, speaking, reading, using computers, critical thinking, active learning, quantitative reasoning, independent acquisition of knowledge/research, intuitive and imaginative processes, ethnical and moral principles, sensitivity to other cultures, and content areas; (5) curricular recommendations; (6) selection of courses for assessment; (7) 5-year time line; and (8) concerns regarding validity. A 50-item bibliography is attached. (DJD)

ED 342 445 JC 920 127

Coleman, Catherine
Facilitating Transfer: An Issue of the 90's.
PUB DATE- 15 Nov 91
NOTE- 12p.; Paper presented at the Conference of the North Texas Community/Junior College Consortium (Dallas, TX, November 15-16, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Articulation (Education); *College Transfer Students; Community Colleges; Data Collection; Educational Planning; Higher Education; Policy Formation; Rural Education; Statewide Planning; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Arkansas; *Texas

Recently the state legislatures in Texas and Arkansas have passed initiatives to maximize transfer effectiveness from two- to four-year institutions. These initiatives, and others being undertaken on a national level, were stimulated by the rising cost of higher education, a decline in transfer rates and low achievement among students who do transfer, and widespread interest in the educational mobility of minority students. On the national level, the efforts of the National Effective Transfer Consortium and the American Association of Community and Junior Colleges to assess transfer activity have identified a number of variables that affect student transfer activities, including the transfer policies of four-year institutions. In Texas and Arkansas, the 46 four-year institutions vary with respect to their admissions policies regarding maximum transferable hours, entry-level grade requirements, and testing requirements. At East Arkansas Community College (EACC), transfer is further impeded by the college's rural location, high rates of poverty and unemployment, high dropout rates, students' fear of leaving the area, and the lack of a local four-year institution. A survey of EACC graduates from 1986-1990 revealed that from 30% to 60% transferred successfully. To increase transfer rates, initiatives should be developed on national, state, and institutional levels. For EACC, such an initiative would include selecting 75 students from the current enrollment and providing them financial aid, four-year college orientation, and encouragement to obtain a baccalaureate degree. (JSP)

ED 342 446 JC 920 128

Blanzy, James J.; Sucher, Joseph E.

of entry into school; (3) an increase in the number of employer-supported creches; (4) the growth of workplace vocational training; (5) Labor Party commitment to nursery education; (6) constraints imposed by the Children Act of 1989; (7) the integration of previously separate day care and educational programs; and (8) effects of the National Curriculum on nurseries. The proposed nursery has not been created because financial uncertainty has jeopardized the future of the agency that originally approached the task force to propose the nursery. (BC)

ED 342 463 PS 020 194

Coleman, Mick
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 3p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication (Thought Transfer); Cultural Awareness; Family Influence; Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; Parent Teacher Cooperation; *Preschool Education; *Teacher Role
IDENTIFIERS- ERIC Digests

Because family and school represent the primary environments in which young children grow and develop, it is important to build and maintain strong parent participation in preschool education. Teachers can plan parent participation strategies to give equal consideration to the needs of all families represented in a class. Teachers can plan for parental involvement by: recognizing and overcoming barriers to participation; considering the resources and expertise of parents; developing communication strategies for such products as newsletters; planning ahead for parent-teacher conferences and following up on them; empowering parents with confidence; creating an environment that encourages information sharing; and limiting the number of educational objectives. To improve multicultural parent participation, teachers can: ask parents for advice and assistance, avoid generalizations about children from different backgrounds, and review children's social networks and assignments in small group activities. Contains 5 references. (LB)

ED 342 464 PS 020 281

Campbell, Wendell, Comp.
Child Care Collaboration: Making A Difference.
PUB DATE- 91
NOTE- 38p.; Paper presented at the National Black Child Development Institute Conference (St. Louis, MO, October 23-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

children have access to an environment that provides a foundation for school success. GOAL ONE is a national project involving model, community-based, collaborative programs that provide a nurturing environment for children whose families have few resources. This resource directory was compiled as part of the GOAL ONE Project. The programs listed range from small grassroots efforts to broad statewide initiatives. Many of the programs respond to special needs and cultural experiences of families. The bulk of the document consists of profiles of 88 programs in 32 states and the District of Columbia. Each of the profiles includes: (1) the name of the sponsoring agency; (2) the contact person, address, and phone number; (3) an indication of the population served by the program and the program's funding source; and (4) descriptions of the program's operation and effectiveness. Appended materials include an annotated list of resource groups, descriptions of seven federal programs that serve children, and a 15-item bibliography. (BC)

ED 342 483 PS 020 340

Allan, June
Parenting Education in Australia: A Structural Perspective.
PUB DATE- Sep 91
NOTE- 7p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Fathers; Foreign Countries; Ideology; *Mothers; *Nuclear Family; *Parent Education; Sex Differences; *Social Attitudes; Social Change
IDENTIFIERS- *Australia (Melbourne); Parenthood

This paper offers critical reflections on parenting education in its social context. The paper is informed by a feminist perspective, and by a structural approach to practice that emphasizes the importance of changing social structures. An introductory section explores the impact of the ideologies of the traditional family, and of motherhood and fatherhood, on society; the role of professional experts in fostering traditional beliefs; and the relationship of parenting education programs to traditional parenting ideologies. An earlier survey of parenting education programs in the Melbourne (Victoria), Australia are revealed that most programs were based on humanistic theories; did not follow a structural approach; and served mostly women. A case study exploring issues emerging from the earlier survey was undertaken. Ten parents participating in a parenting education program in Melbourne were interviewed. The study indicated that even though some breakdown of traditional attitudes was apparent, labor in child rearing was clearly divided according to gender. It is suggested that by not acknowledging that mothering makes up the bulk of the work of child rearing, the program masked the pressures felt by mothers in child rearing. A list of 23 references is provided. (BC)

ED 342 484 PS 020 341

Tinsley, Barbara; And Others
Maternal Beliefs, Health Services Utilization and Child Outcomes: Developmental Analyses.
PUB DATE- Aug 89
NOTE- 6p.; Paper presented at the Annual Meeting of the American

Cooperation; *Parent Workshops; Self Esteem; Student Behavior

This practicum aimed to increase parental involvement in an elementary school through the fourth grade. Objectives were that: (1) parental attendance at PTA meetings would increase by 25 percent; (2) the number of parent chaperons per field trip would increase from zero to two; and (3) one parent would help out with classroom activities each week. Parent-teacher workshops were designed to help parents realize their valuable role in their children's education. Workshops for parents, teachers, and children taught parents and children how to work together. Modeling techniques and hands-on activities were used. Attendance data were collected for each session. Checklists, questionnaires, and surveys were used. Outcomes of the practicum were positive. Attendance at PTA meetings and workshops increased considerably. Parents attended field trips and helped in the classroom. Teachers became increasingly involved and encouraged by parents' responses. There was also an increase in parents' and students' self-esteem and in student achievement on SAT scores and other final testing scores. Results demonstrate the importance of parent-teacher cooperation and parent involvement in student achievement, behavior, and self-esteem. Appended are 14 references and related material. (Author/GLR)

ED 342 503 PS 020 379

Children Growing Up: A Guide for Teaching Elderly People about Child Development.
PUB DATE- 87
NOTE- 110p.; Adapted by Caroline Oliver from "Learning about Young Children," by Ruby Yorke.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; *Child Development; Child Health; Creativity; Early Childhood Education; Intergenerational Programs; Learning Modules; Learning Processes; Nutrition; *Older Adults; *Play; Postsecondary Education; Social Behavior; Story Telling; Toys; Training; Young Children
IDENTIFIERS- *Caregiver Training

This guidebook provides information, exercises, and self-assessment instruments for training elderly people about the theory and practice of child care and development so that they can become caregivers in their homes or in community centers. The guide's eight units cover: (1) physical, social, emotional, and intellectual development; (2) children's development from birth to 18 months, 18 months to 3 years, and 3 to 6 years, noting individual differences and the development of self-knowledge; (3) the value of play and stimulation, ways to create an environment for play, and ways to design and make toys; (4) the manner in which children learn and ways to construct items related to play and learning; (5) the principles of storytelling, the use of aids to tell stories, and ways to choose, create, and tell suitable stories; (6) common childhood illnesses, first aid, hygiene and safety, and good nutrition; (7) the behavior of young children and guidelines for teaching children socially acceptable behaviors; and (8) creative expression through movement, rhythm, drama, art, and crafts. For each unit, an introduction, a list of objectives, an overview of the topic, and descriptions of one or more learning activities are presented. Appendixes contain handouts on developmental milestones; play, toys, and safety;

*Dropout Prevention; *Dropout Programs; Dropout Rate; Elementary Secondary Education; *Family Involvement; *High Risk Students; High School Equivalency Programs; Hispanic Americans; Limited English Speaking; *Mexican Americans; Migrant Children

This proceedings report presents dropout statistics, descriptions of prevention programs, and recommendations for future efforts. After an introduction to the dropout problem, the proceedings contains transcripts of welcomes and greetings from the mayor of Lubbock and officials from Texas Tech's College of Education, the State Board of Education, the Coordinating Board, and the Texas Education Agency. "Prevention and Retention: Facing Dropout Problems--Finding Solutions," by Lauro Cavazos, spells out dropout statistics, economic costs of dropouts, and the family's role in dropout prevention. "Panel Discussion: Approaches to Dropout Prevention" contains reports from four school districts and a research association on dropout prevention efforts. "Give Them a Chance and Some Support: A Personal Odyssey," by Archbishop Patrick Flores, offers a personal account emphasizing the need for education and the plight of Hispanics. "Cooperative Efforts: Business, Education, and Community," by Sam Ogletree, highlights Southwestern Bell's dropout prevention efforts, such as a documentary and a Communities-in-Schools program. "Hispanic Participation in Adult Education and GED Testing Programs," by Catherine Erwin, presents results of a study that gathered information essential to the development of future adult education programs. The final section contains reports from work sessions and interest groups. The reports describe existing programs and contain recommendations for future programs. (KS)

ED 342 521 RC 018 473

Lee, Mun Ho, Ed.
Reaching Our Potential: Rural Education in the 90s. Conference Proceedings. Rural Education Symposium (Nashville, Tennessee, March 17-20, 1991).
PUB DATE- 20 Mar 91
NOTE- 916p.; For selected individual papers, see ED 334 082, RC 018 474-513, and RC 018 515-533.
LANGUAGE- English
EDRS Price- EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Disabilities; Distance Education; *Educational Cooperation; Elementary Secondary Education; Higher Education; *High Risk Students; Preschool Education; Program Development; *Rural Education; Rural Schools; *Special Education; *Special Education Teachers; *Teacher Education; *Teaching Methods; Vocational Education

This proceedings contains approximately 92 presentations focusing on rural education and rural special education. Topics include: meeting the needs of handicapped and disabled students in rural areas; education and inservice training of special education teachers; teacher cooperation models; higher education of at-risk students; rural teacher education; job satisfaction and burnout among rural teachers; transition from school to work for learning disabled and other special education students; school-community and school-business partnerships; teaching methods, educational strategies, and alternative instruction for at-risk students; educational cooperation between districts; culturally relevant education for rural areas; distance learning technology for rural education and information access; vocational special education; dropout prevention programs and strategies; issues for rural public

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; *Health Materials; Health Promotion; High Schools; High School Students; Instructional Material Evaluation; Instructional Materials; *Pamphlets; *Special Education
IDENTIFIERS- Kentucky

A pamphlet, "AIDS and You," was designed for use with high school special education students. The pamphlet discusses the progression of the disease, prevention methods, and a series of scenarios reflective of teenagers' dilemmas. The scenarios are intended to serve as a basis for class discussion or for use by parents for values clarification at home. The pamphlet has a readability level of grade 3.8 and contains a vocabulary preview of words readers must know and self-assessment questions. The pamphlet was evaluated with 100 special education students in three rural and two urban Kentucky high schools. The sample was made up of 71 males and 29 females. Students read either the AIDS pamphlet or a pamphlet on chewing tobacco, and completed a pretest and posttest on AIDS knowledge. For the treatment group as a whole, the AIDS pamphlet did not increase knowledge of AIDS. Girls in the treatment group showed a significant reduction in AIDS knowledge at posttest, possibly due to students' negative attitudes about task repetition or immediate post-pamphlet anxiety based on the nature of the subject matter. There were no differential effects by special education classification. (SV)

ED 342 539 RC 018 491

Koury, Kevin A.; And Others
A Collaborative Approach to On-the-Job Practicum Supervision of Rural Teachers.
PUB DATE- 19 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Competency Based Teacher Education; Cooperating Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; On the Job Training; Practicums; *Practicum Supervision; *Rural Education; *Special Education Teachers; Teacher Supervision
IDENTIFIERS- *West Virginia University

A chronic shortage of certified special education teachers has plagued rural West Virginia counties. This shortage is exacerbated by difficulties in teacher recruitment and retention. The highest priority of training must go to teachers currently employed in special education positions on temporary permits, since they are likely to continue employment. West Virginia University offers an on-the-job practicum experience for teachers pursuing certification or a master's degree in various areas of special education. The practicum is available to eligible teachers in their own rural classrooms. Through a collaborative practicum model, local cooperating teachers serve as trained field-based supervisors, substituting for university personnel who cannot physically reach the practicum students in their remote rural settings on a frequent schedule. During at least 10 observation sessions, the cooperating teacher evaluates the practicum student on 50 teaching competencies, This paper describes the Disability Rights and Independent Living movements, and advocates for increased awareness and leadership. The Independent Living Movement started at the University of California in the 1960s when a group of severely disabled students organized a place where they could live independently. Despite their education and competence, these disabled people could not find employment in their fields. With financial assistance from Rehabilitation Services, they started the first Center for Independent Living, where they planned to give disabled people a chance to gain work experiences and become more competitive in the job market. The goals of the Independent Living and Disability Rights Movements include: (1) integration into all aspects of society; (2) equal opportunities; (3) freedom of choice regarding where to live and where to work; and (4) self-determination and control over one's life and affairs. The Independent Living (IL) Movement emphasizes advocacy and social activism, but IL programs have overlooked rural areas. Many disabled students in rural areas face limited options and are often forced to enter nursing homes. Leadership and IL programs are needed in rural areas. Information about the Independent Living and Disability Rights movements can be incorporated into the curriculum so that special education students can learn to become self-advocates and develop their potential leadership abilities. (KS)

ED 342 557 RC 018 509

Palma, Gloria M.
Physical Education for Individuals with Disabilities in Washington State's Rural School Districts.
PUB DATE- 18 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Physical Education; *Rural Schools; Small Schools; *Special Education; Superintendents
IDENTIFIERS- *Washington

This study investigated the nature and extent of physical education programs for individuals with disabilities in Washington State's small rural public school districts. Questionnaires were sent to 185 superintendents of small rural school districts in the state. Of the 128 responses, 70.3% enrolled individuals with disabilities. Fifty-eight percent of those districts with students with disabilities offered a program in physical education for disabled students. Students were placed in a mainstreamed setting in 78.7% of the districts, while 21.3% provided separate classes in physical education. Motor ability of students with disabilities were assessed in 94% of the school districts. Students were placed in physical education based on grade level in a quarter of school districts, while fewer than a fifth used motor ability as the basis for student placement. The majority (88.9%) of respondents indicated that an individualized education program (IEP) in physical education was developed as part of the special education classroom IEP, and only 11.1% indicated having a separate IEP in physical education. Physical education services were provided by non-specialists in most of the school districts. These services include assessment, development of

Skills; *School Business Relationship; Secondary Education; *Special Education; *Transitional Programs; Vocational Education
IDENTIFIERS- *School to Work Transition; South Dakota

The School Transition to Employment Partnership (STEP) Employability Curriculum is a competency-based evaluation and training program for special needs students, designed to ensure successful transition from school to employment. The STEP curriculum was developed through a partnership of state and local education agencies, representatives of state and local vocational rehabilitation personnel, and private industry. The STEP curriculum consists of 27 individual components across 3 major domains: Employability I, Survival Skills and Problem Solving; Employability II, Career Development and Job Seeking Skills; and Employability III, Job Keeping and Work Maturity. The STEP curriculum was implemented in 12 member school districts affiliated with the Black Hills Special Services Cooperative, serving western South Dakota. The results of the initial field test of 75 students revealed that approximately 60 percent of students were able to obtain and maintain employment upon completion of the STEP program. Students who master on-the-job competencies were able to maintain employment, work more hours per week, and to earn a higher hourly wage than students who did not master the competencies. Specific analysis of the STEP competencies indicated that a student's on-the-job performance (Employability III) was significantly correlated with maintaining employment. Further, specific traits that were found to be correlated with employment included task completion, punctuality, and developing a career plan. (KS)

ED 342 575 RC 018 528

Feild, Charles R.; And Others
Rural Special Education and Medicaid: Meeting A Challenge for the 1990s.
PUB DATE- 17 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coordination; *Costs; Elementary Secondary Education; Individualized Education Programs; *Medical Services; Role of Education; *Rural Education; *Special Education
IDENTIFIERS- Arkansas; *Medicaid; *Related Services

This article reviews the development of Medicaid (MA) reimbursement for medically related special education (SE) services and describes a MA assistance project for schools in Arkansas. The 1988 Medicare Catastrophic Coverage Act (Public Law 100-360) allowed medically related special education services to be covered by MA. However, schools have been slow to participate in the MA program for SE. The University of Arkansas Department of Pediatrics developed an MA program for public schools. The Medical College Physicians Groups (the faculty practice billing system) files claims on behalf of schools districts using MA provider numbers assigned to each school district. Electronic data transfer between the billing system and the MA claims processor allows rapid reimbursement of schools. A fee is charged to cover costs based on a percentage of the amount billed. During the first year of the project (1989-1990), 23 of the 325 Arkansas school districts

DESCRIPTORS- Computer Graphics; *Computer Printers; *Computer Software; Computer Software Evaluation; Costs; *Databases; *Desktop Publishing; *Spreadsheets; *Word Processing
IDENTIFIERS- *Computer Selection

This paper summarizes information about using computer hardware and software to aid in making purchase decisions that are based on user needs. The two major options in hardware are IBM-compatible machines and the Apple Macintosh line. The three basic software applications include word processing, database management, and spreadsheet applications. These can be purchased in an integrated package or as separate stand-alone packages that allow for interconnections with the data. Character-based programs display only basic keyboard characters, while graphical-based programs display data graphically. Word processors are available that perform functions ranging from simple word processing to elaborate desktop publishing. Spreadsheets arrange data in a row and column format. They can be used for ledger-type calculations or for displaying text in a table format. The two basic types of databases are flat file and relational. Flat file databases are best for discrete data, while relational databases hold data in multiple, interrelated tables. Desktop publishing software allows layouts and graphics for brochures, manuals, forms, and other printed material. Desktop publishing requires a graphical user interface system and preferably a large monitor. Two basic printer fonts are bitmapped fonts and scalable fonts. Some sophisticated software features allow users to paste data from one program to another. Task switching or multitasking allows users to switch back and forth between several programs. The paper contains numerous tables containing costs and user information. (KS)

ED 342 593 RC 018 583

Ewert, Alan
Group Development Through Experiential Education: Promises and Delivery.
PUB DATE- Oct 91
NOTE- 7p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Experiential Learning; *Group Dynamics; *Group Experience; Mail Surveys; *Outdoor Activities; Sex Differences; Teamwork
IDENTIFIERS- *Group Development; *Outward Bound

This paper describes the findings of a study on group development using experiential education. Jones and Bearley describe group development as occurring in four phases. Each phase has a task and process dimension to it, where task refers to how the group gets the job done, and process refers to how the group members deal with one another along the way. The task behaviors corresponding to the four stages are orientation, organization, open data flow, and problem solving. The process behaviors associated with the four stages are dependency, conflict, cohesion, and interdependence. The study population consisted of participants in Pacific Crest Outward Bound courses during the summer of 1988. The study instrument was a 40-item Likert-type questionnaire based on the task and process behaviors.

set up IMPACT in a school. Chapter 4 concentrates on the classroom and looks at the day-to-day running of IMPACT in schools. Chapter 5 looks at designing and selecting appropriate materials which extend classwork so that suitable tasks can be done at home jointly with a parent. Chapter 6 takes a look at the issues and techniques of complex evaluation that an intervention like IMPACT requires. (KR)

ED 342 614 SE 052 009

Harris, Mary, Ed.
Schools, Mathematics and Work.
PUB DATE- 91
NOTE- 318p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Females; Foreign Countries; Job Skills; *Mathematical Applications; Mathematics Education; Mathematics Skills; *Problem Solving; Program Descriptions; Sex Differences
IDENTIFIERS- United Kingdom

This book illustrates the wide range of issues that should affect any consideration of the relationship between mathematics education and the use of mathematics for practical and work purposes. The concept of ethnomathematics is discussed, and biases, including those of gender, in the content of mathematics and mathematics education are exposed. The views of researchers, users, training boards and employing organizations are presented, and international contributions provide a broader perspective through which to assess existing practices and to suggest alternatives. The book is organized in four main parts: (1) "The Context of Mathematics Education"; (2) "Mathematics in the Workplace--Research Views"; (3) Mathematics in the Workplace--User Views"; and (4) "School Mathematics in Context". Sample papers include, from part 1: "Ethnomathematics and Its Place in the History and Pedagogy of Mathematics" (U. D'Ambrosio); "Foundations of Eurocentism in Mathematics" (G. Joseph); and "Folk Mathematics" (E. Maier). Papers in part 2 include: "Mathematics and Workplace Research" (M. Harris and J. Evans); "The Role of Number in Work and Training" (D. Matthews); and "Mathematics in and Out of School: A Selective Review of Studies from Brazil." The first two papers in part 3, by S. Ingham and K. Pye respectively, focus on the place of mathematics in the clothing and textile industries. The third article in this section, is a review paper especially written for this volume entitled "The Gendering of Work" (J. Holland). Finally, papers from the fourth part include: "'Maths in the Workplace': Some Issues Arising Out of the Development of a Resource Pack" (P. Drake); and "Work Reclaimed: Status Mathematics in Non-Elitist Contexts" (M. Harris and C. Paechter). The book concludes with a description of the Maths in Work Project and its efforts to relate research to practice through the development of a unique set of learning materials. (KR)

ED 342 615 SE 052 010

Science, Technology and Outreach Courses by Distance Education. Regional Co-Operative Programme in Higher Education for Development in Asia and the Pacific. A Workshop-Report.
PUB DATE- 89
NOTE- 74p.
LANGUAGE- English

their understanding of that situation to generate and apply a mental model of debts and assets in solving problems including negative quantities. Fifty-one American students from a parochial school in a predominantly middle class, suburban community, and five Indian boys between the ages of 10 and 13 years old from Calcutta were subjects for the study. The American children were approximately half boys and half girls, 10 second-graders, 12 third-graders, 17 fourth-graders, and 12 fifth-graders. The Indian children only occasionally attended school and were all employed as houseboys. Each child participated individually in a two-part procedure. The first task was to reply to a series of questions about a story concerning the financial difficulties of a character named Sam. The second task was to solve a total of 16 equations by adding or subtracting negative numbers that paralleled the signed number problems presented in the story situation. Results indicated that children showed superior performance on problems posed in the context of the story, in contrast to their ability to solve isomorphic problems presented as formal equations. Those children whose performance was most enhanced were unschooled children from India. The debts and assets analogue appeared to encourage the use of a Divided Number Line model, resulting in difficulties when children had to perform calculations involving crossing over the zero amount from a debts to an assets status. (MDH)

ED 342 633 SE 052 286

Pisapia, John; Gross, Ena
1990 National Assessment of Educational Progress in Mathematics: Analysis and Interpretive Remarks of the State of Mathematics Achievement.
PUB DATE- Jun 91
NOTE- 72p.; A product of the Metropolitan Educational Research Consortium.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Achievement Tests; At Risk Persons; *Content Analysis; Curriculum Development; *Data Interpretation; Educational Resources; Educational Strategies; Elementary Secondary Education; High Risk Students; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Mathematics Tests; Private Education; Socioeconomic Background; Teacher Education; Teacher Expectations of Students; Track System (Education)
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) Report on Mathematics Achievement released on June 6, 1991 confronts educators' professional knowledge regarding mathematics education. In many instances it confirms much of what research has already described, and what many have feared, regarding mathematics education. This analysis provided interpretative comments on the important findings in the 1990 NAEP report on mathematics. The analysis was guided by four questions: (1) What important findings were confirmed?; (2) What assumptions were challenged?; (3) How effective has the reform agenda been?; and (4) What new directions do the findings point toward? Thoughts responding to these questions were framed through the use of three concepts: Rhetoric, referring to policy statements and research findings regarding mathematics education; Reality, referring to the findings of the NAEP 1990 math results; and Remarks, referring to the interpretive comments and conclusions regarding the structure, emphasis, creative teaching of entry-level courses. Section 5 deals with the role of assessment in undergraduate science courses. A list of participants, section 1 of the Sigma Xi NAG report, abstracts of papers presented at the workshop, a general education program built around the concept of evolution, and participant initiatives are appended. (KR)

ED 342 650 SE 052 538

Earth Science Content Guidelines Grades K-12.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 91
NOTE- 79p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Curriculum Guides; *Earth Science; Elementary School Science; Elementary Secondary Education; *Integrated Curriculum; Resource Materials; Science Education; Scientific Literacy; Secondary School Science; Space Sciences

Teams of teachers, other science educators, and scientists selected from a national search for project writers have proposed using the following set of questions to guide the inclusion of earth science content into the kindergarten through grade 12 curriculum. The Essential Questions are organized in a K-12 sequence by six content areas: (1) Solid Earth (lithosphere); (2) Water (hydrosphere); (3) Air (atmosphere); (4) Ice (cryosphere); (5) Life (biosphere); and (6) Earth in Space. The questions have been developed within the context of the goals for earth science literacy as reported in Earth Science Education for the 21st Century: A Planning Guide, American Geological Institute, 1991. These goals state that for all students to become literate in science and in earth science they need to become stewards of the Earth; develop a deep aesthetic appreciation of the history, beauty, simplicity, and complexity of the Earth; understand ways in which earth scientists investigate the Earth; and understand essential earth science concepts, including geologic time, evolution, change, scales, cycles, and resources. The Essential Questions are organized in a manner intended to guide the sequential development of concepts and subconcepts within each grade level. The Essential Questions in the first section of this report, and the background notes of Key Ideas and Seeking Answers provided in the second section, represent one way to frame the diverse content of earth science. (KR)

ED 342 651 SE 052 544

O'Neil, John
Raising Our Sights: Improving U.S. Achievement in Mathematics and Science.
PUB DATE- 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Curriculum Development; Educational Change; *Educational Testing; Elementary Secondary Education; Instructional Development; *Instructional Improvement; *Mathematics Achievement; Mathematics Education;

(2) business providing teachers for credit courses; (3) out-of-class voluntary partnerships; (4) tutoring partnerships; (5) mentorship programs; and (6) partnership activities for teacher development and training. Sections I and II present guidelines that are applicable to all six of the categories of science and math partnerships. Section III presents additional guidelines for each of the six individual partnership categories. Section IV presents some of the special overall issues in partnerships such as monitoring and evaluation of partnerships and issues relating to disadvantaged student populations. A list of partnership contacts and a brief description of the 24 partnerships used in this study are appended. (13 references) (KR)

ED 342 667 SE 052 639

OTA Report, "Federally Funded Research: Decisions for a Decade." Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Second Congress, First Session (March 20, 1991) (No. 7).
PUB DATE- 91
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Decision Making; *Financial Support; Government Role; Hearings; Research and Development; Research Universities; *Scientific Research; *Technology
IDENTIFIERS- Congress 102nd

A transcript of the hearing that discusses the findings and recommendations that are part of the Office of Technology Assessment's (OTA's) report on federally funded research is presented. The report evaluates the nature and distribution of research funding and decision-making and suggests alternative approaches that the Federal Government can take in funding research. The witnesses include: (1) Dr. Daryl Chubin (Program Director, Education and Transportation Programs, OTA); (2) Dr. Roland Schmitt (President, Rensselaer Polytechnic Institute); (3) Dr. Leon Lederman (President, American Association for the Advancement of Science--AAAS); (4) Dr. Rustum Roy (Evan Pugh Professor of the Solid State, Pennsylvania State University); and (5) Dr. Douglas A. Lauffenburger (Alumni Professor of Chemical Engineering, University of Illinois). (KR)

ED 342 668 SE 052 652

Gould, James L., Ed.; Gould, Carol Grant, Ed.
Life at the Edge. Readings from Scientific American Magazine.
PUB DATE- 89
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anatomy; *Animals; *Anthologies; Biology; Entomology; *Evolution; Ichthyology; Marine Biology; Physiology; *Plants (Botany)
IDENTIFIERS- Viroids

This book contains a collection of 12 articles first printed in the magazine Scientific American. These articles show how life manages to eke out an existence where, by all rights, it shouldn't and helps in explaining the roles of energy and the building-block elements in the cycles of life. The titles

Chapter 3 provides the same information for grade 8 in each state. (MDH)

ED 342 686 SE 052 987

The LEVELS of Mathematics Achievement: Initial Performance Standards for 1990 NAEP Mathematics Assessment. Volume II: State Results for Released Items.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 30 Sep 91
NOTE- 86p.; For volumes 1 and 3, see SE 052 986 and SE 052 988.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Rating; *Grade 8; Intermediate Grades; *Mathematics Achievement; Mathematics Education; Mathematics Skills; *Mathematics Tests; National Programs; Secondary Education; State Programs; *Test Items; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress; Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) is a congressionally mandated survey of educational achievement of American students in a variety of curriculum areas and of changes in that achievement over time. The National Assessment Governing Board (NAGB) established new standards for reporting the results that resulted in three achievement levels: basic, proficient, and advanced. This book, volume II of the Initial Performance Standards for the 1990 NAEP Mathematics Assessment, reports the results on 61 grade 8 items released to the public by state. The book is separated into five sections. Section 1 gives an explanation of the released item data giving an example for one item. Section 2 describes the grade 8 items released. Section 3 gives information on how to read the tables in the subsequent section and definitions are provided to assist readers in the interpretation of these data. Section 4 gives the national and regional results for grade 8 released items. Finally, Section 5 gives the results for grade 8 released items. by state. (MDH)

ED 342 687 SE 052 988

Hambleton, Ronald K.; Bourque, Mary Lyn
The LEVELS of Mathematics Achievement: Initial Performance Standards for the 1990 NAEP Mathematics Assessment. Volume III: Technical Report.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- Nov 91
NOTE- 446p.; For volumes 1 and 2, see SE 052 986-987.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Rating; Construct Validity; Elementary Secondary Education; *Grade 4; *Grade 8; *Grade 12; *Mathematics Achievement; Mathematics Education; Mathematics Skills; Mathematics Tests; Measurement; National Programs; *Predictive Validity; State Programs
IDENTIFIERS- *National Assessment of Educational Progress; Trial State Assessment (NAEP)

The National Assessment of Educational Progress (NAEP) is a

NOTE- 192p.; For separate copies of the two English-Language papers, see FL 020 114-115. Brief abstracts in English accompany the Finnish papers.
LANGUAGE- Finnish
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Comprehension; Elementary Secondary Education; *English (Second Language); *Finnish; Foreign Countries; Higher Education; Instructional Materials; *Language Acquisition; *Language Usage; Readability; *Reading Skills; *Second Language Learning; Standard Spoken Usage; Textbook Content; Translation; Uncommonly Taught Languages; Writing Skills

Ten papers from the 1988 Finnish Association of Applied Linguistics (AFinLA) Symposium are presented in this collection. All but two of the papers are in Finnish. Papers and authors are as follows: "Learning to Read: Process and Problems in Acquisition" (E. Bialystok--in English); "When Experts Write for Students: Familiar Concepts in Weird Texts" (L. Laurinen); "Are Textbook Texts Intelligible?" (L. Lautamatti); "Are Textbooks Too Readable?" (P. Rantalainen); "Some Problems in a Popular Scientific Text" (A. Kauppinen); "Social Language Skills of Finnish Speakers of English" (E. Karkkainen, P. Raudaskoski--in English); "When Communication Should Proceed, but... On the Difficulties Finns Experience in English Speech Events" (E. Ventola); "Interpretation of Meaning in Translation" (S. Tirkkonen-Condit); "Some Descriptions of Reading Process" (A. Kauppinen); and "Student Views on Writing in Nine Countries" (S. Takala, M.-L. Siikanen). (LB)

ED 342 252 FL 020 114

Bialystok, Ellen
Learning To Read: Process and Problems in Acquisition.
PUB DATE- 88
NOTE- 36p.; In: Problems in Language Use and Comprehension. AFinLA Yearbook 1988; see FL 020 113. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Language; Children; Cognitive Development; Elementary Education; Epistemology; Foreign Countries; *Language Acquisition; Language Processing; *Learning Processes; *Linguistic Theory; Literacy; Memory; Reading Achievement; *Reading Skills

An overview of current theories of reading and the acquisition of literacy skills by children is presented. A research framework in which reading can be described in terms of the processes employed in other language uses is introduced and used to explain the failure of some children to learn to read. An ongoing research program is described that examines the way in which underlying skill components, analysis of linguistic knowledge, and control of linguistic processing are involved in reading. Future research directions are indicated. It is suggested that what is needed is a linguistic theory that will set the framework for the types of processes that the researchers have observed and empirically demonstrated with children learning to read. Contains 22 references. (Author/LB)

ED 342 253 FL 020 115

Karkkainen, Elise; Raudaskoski, Pirkko
Social Language Skills of Finnish Speakers of English.
PUB DATE- 88

ED 342 275 FL 800 075

Expressions: Works by New Writers.
PUB DATE- Jan 89
NOTE- 33p.; Funds provided by a grant from Brooklyn Union Gas.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *English (Second Language); High School Equivalency Programs; *Literacy Education; Personal Narratives; *Poetry; *Self Expression; *Student Developed Materials; Writing Exercises

This collection of writings by students in literacy, General Educational Development (GED) and pre-GED programs includes over 30 poems, personal narratives, stories, and brief essays of self-expression on a variety of topics. Many are first attempts at communicating ideas through writing. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 342 276 FL 800 117

An Overview of Adult English as a Second Language Programs for Limited English Proficient Adults.
PUB DATE- Jan 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *English (Second Language); Enrollment Rate; *Immigrants; *Limited English Speaking; *Literacy Education; National Surveys; Second Language Programs; *State Programs
IDENTIFIERS- *Immigrant Amnesty; United States; Workplace Literacy

A summary of state activities to serve the limited English proficient (LEP) adult population includes the following: (1) brief state-by-state descriptions of programs and services offered; (2) a table of educational program enrollment rates for all the states listed, the District of Columbia, and territories for July 1, 1987-June 30, 1988; (3) a summary of the different ways in which states are providing services in adult English as a Second Language (ESL); and (4) a list of selected resources for ESL and literacy instruction, alien amnesty, and workplace ESL. The information in the first section was gathered from the Annual Narrative Performance Reports for 1989 to the Department of Education, and is based on the states' stated needs, annual goals, and objectives for the LEP adult populations. Data reported in this section include programs of instruction, testing, linkages and networking, populations served (e.g., immigrants, aliens), and participation rates. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 342 277 FL 800 429

Thomas, Robert J.; And Others
Job-Related Language Training for Limited English Proficient Employees: A Handbook for Program Developers and A Guide for Decision Makers in Business and Industry.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 278p.
LANGUAGE- English

expenditure; (2) "Strategies of a Financial Nature," on macro-level containment; (3) "Educational Need as an Upper Bound," on strategies of educational planning; (4) "Strategies that Compare Costs and Benefits"; (5) "Strategies Requiring General Acceptance," on actions that might be taken by individual institutions that require a general change in public attitudes and policy; (6) "Improving Cost-effectiveness on the Quality Side"; (7) "Containing Total Cost through Tuition Policy," on tuition, student financial aid, and student employment requirements; (8) "Cost Containment through Interinstitutional Arrangements," on reducing duplication of programs among institutions; (9) "Containing Capital Outlays"; (10) "Containment of Campus Operating Costs," focusing on a single campus or institution; (11) "Cost Containment Through Faculty Personnel Policy"; (12) "Governance and Administration as Factors in Cost Containment," offering a cooperative, jointly shared model of responsibility for governance; (13) "Strategic Use of External Evaluation"; and (14) "The Elusive Academy." Included are an index and over 300 references.

ED 342 295 HE 025 266

Program Review and Educational Quality in the Major: A Faculty Handbook. Liberal Learning and the Arts and Sciences Major. Volume 3.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 92

NOTE- 41p.; For volumes 1 and 2 in this series, see ED 328 137-138.

LANGUAGE- English

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Advising; Administrative Policy; College Outcomes Assessment; *College Programs; Critical Thinking; Educational Assessment; Educational Objectives; *Educational Quality; Higher Education; Inquiry; *Intellectual Disciplines; *Liberal Arts; *Majors (Students); Program Evaluation; Student Needs

This handbook translates the findings and recommendations from earlier reports on purposes and practices in selected arts and sciences majors into a practical framework for reviewing the effectiveness of major programs in the arts and sciences as liberal learning. The handbook stresses the value of assessment as a dimension of program review and suggests ways of "normalizing" assessment as an ongoing part of curricular expectations and students' learning programs. Following an introduction on the dynamics of program review, the second of the handbook's four chapters, "Key Elements of Strong Programs," discusses 13 characteristics of such programs: (1) clear and explicit goals, (2) focus on inquiry and analysis, (3) development of critical perspective, (4) connections with students' needs, (5) connections with scholarly inquiry, (6) connections within the major program, (7) connections with other disciplines and fields, (8) connections with liberal learning, (9) supportive community, (10) inclusiveness, (11) advising, (12) evaluations and assessment, and (13) administrative supports, rewards, and recognition. Chapter 3, "The Program Review Process," discusses the role of assessment and state tax policies. The report's final section contains recommendations to the states, the Educational Commission of the States, the Federal Government, and to the institutions of higher education (private and public) that are designed to enhance the higher educational system of the United States. Appendices include tables of enrollment statistics for U.S. institutions of higher education, and a summary of previous reports on state policy and private higher education. (GLR)

ED 342 313 HE 025 284

Higbee, Jeanne L.; Dwinell, Patricia L.
The Division of Developmental Studies, The University of Georgia.
PUB DATE- Jul 91
NOTE- 26p.; Paper presented at the National Conference on Student Retention (New York, NY, July 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Access to Education; College Admission; *College Freshmen; Comparative Analysis; *Developmental Studies Programs; Higher Education; High Risk Students; Postsecondary Education; Program Development; School Counseling; School Holding Power; Skill Development; *Student Development; *Student Improvement
IDENTIFIERS- *University of Georgia

This paper describes the development of the University of Georgia's Division of Developmental Studies--a program providing special developmental instruction to students who otherwise would not have been admitted to the school. It consists of four components: English, mathematics, reading, and counseling. The objectives of each of these components are presented. The report then discusses the program's development, goals, and objectives; the results and outcomes for students and the institution; resource allocation; and its potential for adaptation by other institutions. Among the information presented is the following: (1) between 85 and 90 percent of students matriculating in the program fulfill the requirements needed to go on to regular university work; (2) students from the program also persist at rates comparable to those of first-time entering freshmen; (3) although SAT (Scholastic Aptitude Test) and high school grade point averages are lower for students entering the program, results show no significant differences in their academic performance compared to other students in introductory English, mathematics, and social science courses; and (4) 46.1 percent of the students who completed the program graduated from the university, compared to 59.5 percent for all freshman matriculants. The appendix, which comprises most of the document, includes exit criteria, an annual breakdown of enrollment into the program since 1981 and an example of a weekly progress report. (GLR)

ED 342 314 HE 025 285

Gallin, Alice, Ed.
Presidential Visions.
PUB DATE- 92
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Administrator Attitudes; Catholic Schools; *Church Related Colleges; College Presidents; *Educational Objectives;

third day of testimony drew witnesses from state guarantee agencies, state approving agencies for Veterans Administration programs, state higher education officers, and the Council of Post-secondary Accreditation as well as witnesses to address college athletics financial disclosure and public accountability. Also included are the texts of the bills introduced, letters, supplemental materials, and the prepared statements of the witnesses and of others who were not able to appear. (JB)

ED 342 333 HE 025 307

Fernandez, Rosa
Fall Staff in Postsecondary Institutions, 1989. E.D. TABS.
PUB DATE- Feb 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Employment Level; Employment Patterns; *Employment Statistics; *Full Time Faculty; *Higher Education; Labor Market; National Surveys; Occupational Surveys; Part Time Employment; Postsecondary Education; School Personnel; Sex Differences

This report presents data on the staff of more than 10,000 postsecondary institutions in the United States including 3,589 institutions of higher education in the 50 states and the District of Columbia. The data were collected in two separate, but related surveys. The first was the "Fall Staff" survey (1989), part of the Integrated Postsecondary Education Data System, which collects information on the number of persons employed in postsecondary institutions by primary occupation, by full-time and part-time status, and by sex. The second survey used was the Higher Education Staff Information Survey, administered by the Equal Employment Opportunity Commission. The data are presented in two main tables and show the number employed in all postsecondary institutions, including institutions of higher education, and the number employed in institutions of higher education alone. Some highlights of the findings include the following: (1) postsecondary institutions employed over 2.6 million persons in fall 1989; (2) women accounted for 51.2 percent of persons employed in postsecondary institutions; (3) professional employees represented 63 percent of all staff in postsecondary institutions, with the majority employed full-time and 57 percent of professional staff being male. Included are eight tables, two figures and appendixes containing data on response status and rates. (Author/JB)

ED 342 334 HE 025 308

Chaney, Bradford; Farris, Elizabeth
Survey on Retention at Higher Education Institutions. Higher Education Surveys Report, Survey Number 14.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
PUB DATE- Nov 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

Evaluation; Public Schools; *Remedial Programs; Skill Development; Standards
IDENTIFIERS- *New Jersey

This report summarizes the success of 115 remedial programs in each sector of New Jersey higher education, and uses outcome standards to categorize the patterns of strength and weakness observed in the data from individual college programs. Among the topics discussed are the following: the design of the assessment process; statewide and sector overviews; and the results of individual program evaluations for each college (n=32) and recommendations based on these findings. The overall conclusion from the assessments is that New Jersey public institutions are meeting the mandates of the New Jersey Board of Education on testing and enrolling full-time students, but can improve with part-time students. The report, however, reveals three chronic areas of concern for several institutions: (1) inadequate reporting; (2) the practice of granting graduation credits for some remedial courses; and (3) the practice of some institutions of employing placement procedures and/or cutting scores which are below the minimum suggested by the Basic Skills Council. Appendices provide reporting guidelines, the standards used for evaluating remedial programs, and the background of the consultant's report on graduation credit for remedial/developmental courses. (GLR)

ED 342 353 HE 025 328

Schmitt, David E.
The Winning Edge: Maximizing Success in College.
PUB DATE- 92
NOTE- 339p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; *Career Guidance; College Students; *Educational Counseling; Guidelines; Higher Education; *Money Management; Self Motivation; *Student Development; Student Educational Objectives; *Study Skills; Test Wiseness; *Time Management; Values Clarification

This book offers college students ideas on how to maximize their success in college by examining the personal management techniques a student needs to succeed. Chapters are as follows: "Getting and Staying Motivated"; "Setting Goals and Tapping Your Resources"; "Conquering Time"; "Think Yourself to College Success"; "Understanding and Remembering What Your Instructors Say"; "How to Get Better Grades by Studying Smarter"; "Maximizing Your Success on Exams"; "You Can Write Your Way to College Success"; "Choosing Courses, a Major, and a Career"; "Managing Your Finances"; and "Putting It All Together: The Winning Edge." The book emphasizes thinking and writing skills, stresses values and ethics and their relation to better grades and personal success, guides students in developing and internalizing an appreciation of knowledge and learning, and provides success steps that are directly applicable to the improvement of academic performance. Includes 60 references. (GLR)

ED 342 354 HE 025 329

Sweeney, Robert M.
Report of the States: 1992 Annual Budget and Fiscal Survey of the

(131)
DESCRIPTORS- Case Studies; *Distance Education; Foreign Countries; Higher Education; Institutional Research; Open Education; *Open Universities; *Social History
IDENTIFIERS- *Open Learning Institute BC

This case study of historical research on the topic of higher education focuses on the history of postsecondary distance education in an industrialized nation. The social history of the Open Learning Institute (OLI) of British Columbia is used to analyze how a new higher education institution establishes itself in its community, the consequences of choosing non-traditional methods of doing so, and the impact of external pressures and influences on such an institution. Specifically, OLI's educational and organizational policies and practices are examined as they existed and changed from 1978-1988. The questions under review are concerned with: motives, values, intentions, and visions of the people involved in OLI; their perceptions of social, political, educational, economic, and other constraints and possibilities which affected their policymaking and practice; and how and why these changed over time. In addition to information provided on the OLI, the research methodology surrounding social history is described and explained. It is noted, for example, that a hypothetico-inductive approach is useful, which places events and their interpretation in social, educational, and political contexts. It is also argued that several potentially fruitful avenues exist for the exploration of the genesis of, and changes in, an institution's policies and practices, and for the motives of the individuals and groups concerned. Research data for this study were collected from archival documents and unstructured interviews. Attention was also paid to ethical considerations in the study involving the use of politically sensitive documents, retaining the annonymity of interviewees, and ownership of materials. A 15-item annotated bibliography is attached. (60 references) (DB)

ED 342 373 IR 015 405

Dively, Dwight
Educational Telecommunications in the West: 1990 State Legislative Actions.
PUB DATE- Sep 90
NOTE- 17p.; For a related document, see IR 015 408.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Systems; Microcomputers; *Regional Cooperation; *School Business Relationship; *State Legislation; *Statewide Planning; Technological Advancement; *Telecommunications; Telephone Communications Industry
IDENTIFIERS- Western Cooperative for Educ Telecommunications

An initiative of the Western Interstate Commission for Higher Education (WICHE), the Western Cooperative for Educational Telecommunications is a membership organization working to strengthen the efficiency, impact, and quality of educational telecommunications systems and programs. Most of the members are institutions of higher education, but the Western Cooperative also involves public school agencies and districts, state telecommunications agencies, public broadcasting systems, libraries, and private firms. 1990 was a year of relatively little action on educational telecommunications legislation in the West. Many of the states started major initiatives in 1989, historical documents, primarily the proceedings of the various conferences, to trace the history of these meetings, the content of the papers presented, and the resolutions and actions taken. These meetings gave the Seventh-day Adventist librarians, particularly those from the church's colleges and universities, a chance to become acquainted, meet common professional goals, and work on resolving common problems. Of particular interest to them was the preservation and proper handling of the church's printed materials. The most important project initiated during this period was the publication of the Seventh-day Adventist Periodical Index. (MAB)

ED 342 393 IR 053 912

IFLA General Conference, 1991. Official Opening and Plenary Session, Open Forum on IFLA's Professional Activities, Contributed Papers Session. Booklet 0.
PUB DATE- Aug 91
NOTE- 48p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 913-921.
LANGUAGE- English; French; German; Spanish; Russian
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Culture; Federal Government; Foreign Countries; *Government Libraries; International Organizations; Telecommunications
IDENTIFIERS- *International Federation of Library Associations; Universal Availability of Publications

The nine papers in this booklet were presented at three sessions of the IFLA General Conference. The text of the first paper, "Presidential Address at the Opening of the IFLA Council and General Conference: Moscow 1991" (Hans-Peter Geh, President of IFLA), is provided in English, German, and Russian. The text of the second paper, "Libraries and Culture," (N. N. Gubenko, Minister of Culture of the USSR) is provided in English, French, and Russian. Six of the seven remaining papers, which include four reports on IFLA's professional activities, are presented in English: (1) "IFLA Core Programme for Universal Availability of Publications (UAP). Medium Term Programme 1992-1997" (Graham P. Cornish); (2) "The Medium-Term Programme 1992-1997 of the UBCIM Core Programme" (Marie-France Plassard); (3) "Medium Term Programme 1992-1997. Universal Dataflow and Telecommunications Core Programme" (Leigh Swain); (4) "The Medium Term Programme 1992-1997 of IFLA's Core Programme for the Advancement of Librarianship in the Third World--ALP" (Birgitta Bergdahl); (5) "Chinese Libraries for the Promotion of International Cultural Exchange and Cooperation" (Li-Yi-Ti, China); and (6) "National Identity and International Knowledge: The Library's Bridging Role" (Alan E. Smith, New Zealand). The final paper, "Aculturacion y Bibliotecas: Analisis y Propuestas de Actuacion" (J. Fuentes Romero, Spain), is presented in Spanish. (MAB)

ED 342 394 IR 053 913

IFLA General Conference, 1991. Division of General Research Libraries: Section of National Libraries; Section of University Libraries and Other General Research Libraries; Section of Parliamentary Libraries. Booklet 1.
PUB DATE- Aug 91
NOTE- 44p.; Papers presented at the International Federation of

provides steps for finding books, articles, government publications, and other materials needed for research. Also included in this section is an overview of the Colorado Alliance of Research Libraries (CARL) computer system (which includes the Auraria Library Catalog) with tips for searching the system. "Selecting Library Materials for Your Topic" deals with the overall process of doing research and includes a library research strategy. The final chapter presents answers to frequently asked questions about the library. Making up the major part of the packet are point of use guides for the library's indexes, information about searching CARL, research strategy guides, and library use guides. (MAB)

ED 342 411 IR 053 933

Gardner, Stan, Ed.
Guidelines for Developing Policies and Procedures in Missouri Public Libraries.
PUB DATE- 90
NOTE- 335p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Governing Boards; Guidelines; Library Facilities; Library Personnel; Library Planning; *Library Role; Library Services; Occupational Information; *Policy Formation; *Public Libraries; Worksheets
IDENTIFIERS- *Library Policy; *Library Procedures; Missouri; State Guides

Designed to assist individual public libraries in the development of policies and procedures, these guidelines include examples and/or samples of points that should be considered and addressed in a policy manual. Following a brief introduction, the guide is divided into four sections, each of which contains a set of general policy statements accompanied by a checklist of recommended procedures to follow. The topics addressed in these sections include: (1) Public Library Role Descriptions (community activities center and information center, formal education support and independent learning center, popular materials center, preschoolers' door to learning, reference library, research center); (2) Governing Authority (board membership/development, board responsibilities/administrative librarian, finances, personnel); (3) Facilities (accessibility, users and usage, materials); and (4) Services: Reference (services to special populations, programs, public relations). A 159-item bibliography is provided. Ten appendices make up the major part of the guide: (1) Glossary; (2) Library Services Policies; (3) Elements of Personnel Policies--Example: St. Louis Public Library Personnel Policies (covers generic personnel policies, enployee classifications, job descriptions, duties and procedures, pre-employment guides, exit interviews, performance evaluation, orientation of new employees, and library volunteers); (4) Collection Development (includes weeding); (5) Basic Reference (includes alternative reference tools); (6) Trustees and Community Involvement; (7) Evaluation of Services (including personnel); (8) excerpts of library documents relating to intellectual freedom; (9) Lighting; and (10) Current Space Needs (includes guidelines for determining minimum space requirements and a library space planning guide). (MAB)

ED 342 412 IR 053 934

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Persistence; *Articulation (Education); College School Cooperation; Community Colleges; *Cooperative Education; *High Risk Students; High Schools; High School Students; Program Descriptions; Program Evaluation; School Holding Power; Student Personnel Services; Student Recruitment; Two Year Colleges

Designed for participants at a workshop on at-risk student recruitment and retention, this booklet provides information on SEE (Students with Education and Experience), a cooperative education-based retention program operating in the Collin County Community College District (Texas). After presenting a flow chart of the SEE Model and data on high school cooperative education enrollments, the booklet summarizes data from a survey of 543 Collin County high school cooperative education students who were eligible for participation in SEE. The next section provides an overview of the SEE program, identifying its goals as continued 13th year education, proper assessment, alternative experiential learning, improved student social integration, elevated performance levels, and provisions for income for cooperative education jobs. Steps in the planning, implementation, and evaluation of the SEE program are outlined next, followed by a summary of the goals, objectives, methods, and timelines for each of the program's components: (1) liaison with secondary schools to enhance articulation; (2) an at-risk student identification and referral system; and (3) a model cooperative education curriculum designed to match student capabilities and career interests to appropriate discipline choices, enhance student self-esteem, and provide a student support system. The next section presents results of a program evaluation by an outside consultant, including comments on particular events scheduled for his visit. Appendixes provide forms, promotional materials, the high school student survey instrument and raw responses, and a 52-item annotated bibliography. (AC)

ED 342 429 JC 920 073

Dean, Winston; And Others
Institutional Effectiveness. First Edition.
PUB DATE- Jan 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Administrators; College Faculty; College Transfer Students; Community Colleges; Educational Facilities; Educational Objectives; Graphs; *Institutional Characteristics; *Outcomes of Education; *School Effectiveness; School Personnel; Staff Development; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Grossmont College CA

In 1992, a study was conducted to determine whether Grossmont College (GC) was meeting its five stated goals of excellence, retention, access, transfer, and diversity. Data were gathered on: (1) student access, including a comparison of applicants and enrollees, the ethnicity of freshmen, participation in testing and orientation programs, English placement results, at-risk predictors, and unit loads; (2) student success, including such measures as retention, characteristics of first-time students, academic progress of

Technology: The Silent Partner in the Advancement of Measurement and Assessment Practices (A Student Centered Assessment Model).
PUB DATE- 27 Jan 92
NOTE- 10p.; Paper presented at the Winter Institute on Community College Effectiveness and Student Success (Jacksonville, FL, January 27, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; *Computer Uses in Education; Curriculum Evaluation; Data Collection; Faculty Evaluation; *Information Utilization; Program Effectiveness; Program Evaluation; Student Educational Objectives; *Student Evaluation; Student Placement; Student Records; Two Year Colleges
IDENTIFIERS- *Macomb Community College MI

Michigan's Macomb Community College's institutional assessment model involves using technology to collect and disseminate data on student learning in order to facilitate continuous improvement and adaptation. The first element of this five-part model is the mandatory testing, orientation, and placement of incoming students. Using placement test scores, course grades, and placement recommendations, computer programs analyze the comparative success and retention rates of students who do and do not follow placement recommendations. Success rates, retention, and completion rates have all improved for those who do. The second part of the model relates student learning outcomes to course objectives. A computerized "Early Warning System" uses faculty input to identify students at risk of failure during the first weeks of each semester, and passes on suggestions for improved attendance or additional counseling. Student perceptions of faculty and course effectiveness are also analyzed. The third element is long-term monitoring. Each student's program is regularly analyzed and updated by the computer, not only in terms of progress toward a degree, but also with regard to fulfilling transfer requirements. The fourth element is exit competency assessment, using pre- and post-tests to measure student gains after 2 years. A review of degree requirements is underway which emphasizes student learning rather than course requirements. The fifth element of data collection focuses on transfer and employment. Former students, current staff, area employers, and senior colleges and universities are surveyed to inform the development of strategies for meeting the needs of future students. (JSP)

ED 342 447 JC 920 129

College of DuPage Long Range Financial Plans, 1993 through 1997.
PUB DATE- 31 Jan 92
NOTE- 146p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Budgets; *College Planning; Community Colleges; Construction Costs; *Educational Finance; Financial Policy; Financial Support; Income; *Long Range Planning; Resource Allocation; Tables (Data); Tax Allocation; Two Year Colleges
IDENTIFIERS- *College of DuPage IL

In 1992, a study was conducted to create a framework allowing administrators at the College of DuPage (CD) in Illinois to examine the long-range implications of financial decisions. The

DESCRIPTORS- *Administrative Organization; *Community Action; Community Cooperation; *Community Organizations; Community Problems; Consortia; *Day Care; Day Care Centers; *Delivery Systems; Early Childhood Education; Employer Supported Day Care; Governing Boards; Local Issues; Policy Formation

The St. Louis (Missouri) Regional Child Care Partnership was created in 1990 to improve child care in the St. Louis and Metro East areas, where the quality, availability, and affordability of child care are community-wide problems. The partnership was formed by the Child Day Care Association of St. Louis and the St. Louis branches of the Junior League, National Black Child Development Institute, and National Council of Jewish Women. The partnership is governed by a coordinating council comprised of early childhood professionals, child care providers, and representatives of a wide range of government and community groups, employers, child health experts, media, and parents. The council serves as the board of directors and convenes task forces to study particular issues. The first task forces will focus on developing an adequate supply of well-trained caregivers; fostering public policy that is supportive of high quality, affordable, and accessible child care services and family-friendly employment policies; and promoting employer commitment to child care services and policies. This compilation, which is designed to serve as a guide for those contemplating a collaborative approach to child care needs, includes: (1) information on the role, membership, structure, and responsibilities of the coordinating council; (2) an overview of the structure and administration of the task forces, including the charges of the first convened task forces; (3) results of research on funding and other partnership models; (4) an eight-item annotated bibliography; and (5) an article on employer-provided child care. (AC)

ED 342 465 PS 020 284

Bradt, Maxine
Home Literacy the Natural Way.
PUB DATE- 90
NOTE- 10p.; Paper presented at the National Conference on Migrant and Seasonal Farmworkers (April 29-May 2, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Family School Relationship; *Learning Activities; Listening; *Literacy; *Parent Child Relationship; Parent Influence; *Parents as Teachers; Picture Books; Primary Education; Reading Readiness; *Reading Skills; Speech Communication; Whole Language Approach; Writing Skills; *Young Children
IDENTIFIERS- *Emergent Literacy; Printed Materials

Current research shows that the skills of listening, talking, reading, and writing are learned simultaneously. Children acquire these skills from their experiences of copying adults and interacting with other children. The term "emergent literacy" refers to the combination of the four skills in literacy learning. The whole language approach supports emergent literacy by incorporating the skills into children's learning experiences. This approach can be used by teachers and by parents at home. Parents can foster children's literacy by providing them with a rich print and verbal environment at home. This may involve conversing with their children, keeping

Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; *Child Health; *Health Services; *Locus of Control; Longitudinal Studies; Medical Services; Mortality Rate; *Mother Attitudes; Neonates; Pregnancy; Premature Infants; *Prenatal Influences; Public Health; Risk
IDENTIFIERS- Health Attitudes; *Prenatal Care; *Psychosocial Factors

Statistics show that the improvement in the U.S. infant mortality rate began slowing down in 1981 and completely ended in 1985; this has been reflected in a significant increase in the percentage of infants born prematurely and with low birth weight. Increased attention is being given to the effects of maternal behavior during pregnancy, and inadequate prenatal care is associated with many poor birth and postnatal outcomes. The hypothesis of one longitudinal study of 100 pregnant Black and Caucasian lower- and middle-class women is that the use of prenatal health services is related to women's beliefs concerning their control over their pregnancy and birth outcomes. The model underlying this study predicts that pregnant women high in internality will use prenatal health services at an optimum level, adhere to recommended prenatal health behavior guidelines, and experience good pregnancy and birth outcomes. The study uses the Pregnancy Belief Scales, which explore pregnant women's degree of perceived control or internality about pregnancy and birth outcomes, and the extent to which pregnant women believe that chance or powerful others affect their pregnancy and birth outcomes. Early findings from the study suggest that pregnancy-related health beliefs are consistent and stable indicators of pregnancy and birth outcomes. (LB)

ED 342 485 PS 020 342

McLachlan-Smith, Claire
Emergent Literacy in New Zealand: An Examination of Promotion and Practices in Early Childhood Centres.
PUB DATE- Sep 91
NOTE- 28p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Day Care Centers; Foreign Countries; Kindergarten; *Literacy; *Parent Child Relationship; Parents as Teachers; Piagetian Theory; *Play; *Preschool Curriculum; Preschool Education; Reading Skills; Teacher Student Relationship
IDENTIFIERS- *Emergent Literacy; *New Zealand; Printed Materials; Vygotsky (Lev S)

This paper examines the prevailing theoretical orientation of the "free play" curriculum in New Zealand child care centers. It also introduces an alternative way of understanding how children learn and discusses a literacy-centered curriculum that uses aspects of the free play and alternative curricula. Child care centers in New Zealand typically use a free play curriculum based on Piaget's theory that child development consists of passage through predetermined stages. Social experience and interpersonal behavior play a secondary role. An alternative curriculum is based on the work of other theorists, homemade toys; storytelling; common childhood illnesses; basic health rules; and discipline. (AC)

ED 342 504 PS 020 381

Haltiwanger, Jane; Coster, Wendy
A Normative Study of Development in Context: Growth toward Independence in Social Function Skills of Young Children.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 91
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Communication Skills; *Context Effect; *Helping Relationship; *Interpersonal Competence; Interviews; Parent Attitudes; Parent Child Relationship; *Parent Influence; Peer Relationship; *Play; Tables (Data); *Young Children
IDENTIFIERS- *Independent Behavior; Normal Children; Pediatric Evaluation of Disabilities Interview

This study used checklist and interview methods to assess the normative development of children's social function skills. Participants included a large, cross-sectional sample of parents of normal children ranging in age from 6 months to 7.5 years. Parents completed the checklist portion of the Pediatric Evaluation of Disabilities Inventory, a measure of functional skills in the social function domain. Parents were then interviewed about the level of assistance they routinely provided the child for each skill on the checklist. Results provided the normative age ranges for acquisition of 65 social function skills used in the first 7 years of life. An analysis of the data indicated that children who made "passing" scores for skills on the checklist still received at least minimal assistance or supervision. These children were often unable to master the same skills independently until years later. It is recommended that careful attention be paid to contextual support variables in the use of checklist data on social function skills. Included are several tables of related material. Five references are appended. (GLR)

ED 342 505 PS 020 386

Preparing Children for Schools and Schools for Children. Notes, Comments = Preparer les enfants a l'ecole et adapter l'ecole aux enfants. Notes, Comments--No. 194.
PUB DATE- Apr 91
NOTE- 62p.; Prepared by the Consultative Group on Early Childhood Care & Development, UNICEF, NY.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; *Developing Nations; Early Childhood Education; *Early Intervention; Educational Assessment; Educational Policy; Enrollment Influences; Foreign Countries; Literature Reviews; Nutrition; Policy Formation; Preschool Education; *Program Effectiveness; Program Evaluation; *School Community Relationship; *School Readiness

colleges and universities; effects on rural schools of reform legislation and "one best model" approaches; issues related to educational diagnosis and identification of at-risk students; national survey of at-risk status in rural, urban, and suburban schools; multigrade instruction; substance abuse prevention; organizational structure of rural schools; supported employment in rural areas; education for gifted students; negative effects of grade repetition on at-risk students; the role of the rural special education administrator; and social skills instruction for rural special education students. (SV)

ED 342 522　　　　　RC 018 474

Stone, Yvonne; And Others
Meeting the Needs of Rural Students At-Risk. Panel Discussion.
PUB DATE- 20 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indians; *Disabilities; Elementary Secondary Education; *Individual Differences; *Parent Attitudes; Rural Schools; *Rural Youth; *Social Bias; Student Attitudes; Student Needs; *Teacher Attitudes
IDENTIFIERS- Native Americans

This paper highlights a panel discussion dealing with different perceptions of disability and how these perceptions are influenced by the experience of living with, working with, and teaching children with handicaps. One panel participant, a Native American, discusses her experience in accepting and loving her handicapped daughter. She counsels children and parents on a Navajo reservation and understands their way of life and attitudes. Most of the handicapped children on the reservation do not attend school; they are hidden away from the public. At the tribal schools, children with physical or emotional handicaps sense the teachers look down on them because they need extra help with class work. The second panelist works with disabled children and also has a handicapped daughter. She emphasizes that the needs of disabled children are the same as nondisabled children. Planning for the future for a disabled child must include provisions that such care can continue even into adulthood. Focusing on the person as opposed to focusing on their disabilities is a first step in accepting disabled individuals. The third panelist, an educator who has experienced prejudices because of her Native American and African heritage, believes that, rather than the family, today's teacher has to be more concerned with teaching children about their own capacity to learn and about accepting differences in people because problems in many contemporary families leave children unprepared for school. To make this a better world, we need to put ourselves in the other person's perspective and learn that a disability, as one perceives it, can be beautiful. (LP)

ED 342 523　　　　　RC 018 475

Woodford, Charles
Hearing Aids and Hearing Impaired Students in Rural Schools.
PUB DATE- 20 Mar 91
NOTE- 16p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium

particularly 5 competencies that the student has chosen to emphasize. The practicum project incorporates collaboration between the university and local school districts during the application process, participants' orientation session, cooperating teachers' training sessions, and debriefing of supervisors at the end of the school year. Available data indicate that well-trained field-based master teachers can provide quality supervision, and that the collaborative model is a cost-effective tool for improving the quality and accessibility of teacher training programs in rural areas. This paper contains 30 references. (SV)

ED 342 540 RC 018 492

Deasy, Gia; And Others
A Comparison of Methods for Providing Evaluative Feedback to Practicum Students on Segments of Teaching during Special Education Practicum in Rural Areas.
PUB DATE- 19 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Competency Based Teacher Education; Elementary Secondary Education; *Feedback; Higher Education; Inservice Teacher Education; Practicums; *Practicum Supervision; *Rural Education; *Self Evaluation (Individuals); *Special Education Teachers; Teacher Attitudes; Teacher Behavior; Teacher Evaluation; Videotape Recordings
IDENTIFIERS- West Virginia University

West Virginia University provides on-the-job practicum experience to rural special education teachers who are pursuing certification while working on "out-of-field" permits. An important aspect of the competency-based practicum experience is evaluative feedback. Two methods of evaluative feedback were used with 22 practicum students who were teaching students with behavior disorders. In the first method, videotapes were made of participants' classroom performance. Participants later viewed their own tapes and counted the frequencies or duration of eight teaching behaviors relevant to work with behaviorally disordered students. The data were coded using a hand-held microcomputer, which computed ratios of time spent on each teaching behavior and provided printouts. In the second method, trained university personnel observed each practicum student, filled out the traditional lesson observation form, and later discussed the observation with the participant. At the completion of the practicum period, 19 of the participants completed and returned questionnaires concerning the evaluative effectiveness of the two feedback methods. The video method had higher average ratings than the outside observer method on 11 of 13 questions concerned with objectivity, efficiency, and teaching effectiveness. Nine participants who clearly preferred the video method cited its ability to enhance self-evaluation and awareness of one's own teaching behaviors and to provide specific information about performance. Five participants who clearly preferred the traditional method liked the personal interaction and opportunity to discuss problems and solutions. Five participants indicated that a combination of the two methods was most effective. (SV)

ED 342 541 RC 018 493

the IEP, and teaching of physical education. Fewer than a tenth of the districts named the adapted physical education specialist as the person responsible for teaching physical education to students with disabilities. Consistent with previous studies, this study indicates that population sparsity affects the educational program in rural school districts. (KS)

ED 342 558 RC 018 510

Phillips, William A.
Developing a Strong Bond between Education and Local Businesses in Rural Areas.
PUB DATE- 18 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Consultation Programs; *Economic Development; Elementary Secondary Education; Higher Education; Rural Areas; Rural Schools; *School Business Relationship; *Small Businesses
IDENTIFIERS- Arizona; *Small Business Centers

This paper describes a Small Business Development Center (SBDC) located at the Central Arizona College. Schools are responsible for assisting economic development in the small business and business community since industry spends $22 billion per year in retraining high school graduates and dropouts in basic education. In Pinal County, Arizona, many students who graduate or dropout from school stay in the county and take whatever jobs they can find. The SBDCs were started nationally in 1977 as a method of providing services and assistance to the local small business persons in the communities they served. The Arizona SBDC Network consists of 10 sub-centers located at community colleges. The services offered to the small businesses in the state are: (1) individual counseling; (2) workshops and seminars; (3) a small business library; (4) small business classes; and (5) resource personnel. The Central Arizona College SBDC was started March 1, 1990. The Center completed the 1990 year with 78 counseling cases in the areas of management, financing, accounting, and marketing. Workshops were also offered at times convenient to business people. The SBDC has an advisory committee composed of seven business people and a representative from the State Department of Education and State Community College Board. Businesses are asked what they need graduates to be able to do. Business and industry are ready to become involved in the educational process. (KS)

ED 342 559 RC 018 511

Prichard, Cheryl L.
Recruiting and Retaining Speech-Language Pathologists in Rural Areas.
PUB DATE- 18 Mar 91
NOTE- 15p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

participated in the project. The project billed for 297 students yielding $76,161 in reimbursements, 83 percent of the claimed amount. The mean claim per year per student of the project schools is $256, lower than a statewide average reimbursement of $1,133 per MA eligible schoolchild. Improved coordination between Medicaid and special education programs addresses problems in funding relating services. It is anticipated that related services funded by MA will expand to include psychometric testing, counseling services, skilled nursing care, and other services. (KS)

ED 342 576 RC 018 529

Russell, Steven C.; And Others
Project RAISE: Rural America Institute for Special Educators--A Preservice Teacher Training Program for Rural Special Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 17 Mar 91
NOTE- 17p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Graduate Study; Higher Education; Inservice Teacher Education; Needs Assessment; Practicums; Preservice Teacher Education; *Rural Education; *Special Education; *Special Education Teachers; *Student Teaching; *Teacher Education; *Teacher Shortage
IDENTIFIERS- Ohio

Project RAISE (Rural America Institute for Special Educators) is a preservice teacher training program specifically designed for preparing special educators for the demands of rural settings. The project is being conducted by the Department of Special Education at Bowling Green State University and concentrates on training special educators in a 12-county region in northwest Ohio. Based on needs assessments, it was found that rural Ohio school districts have difficulty hiring and retaining special educators. Project RAISE selects students who are most likely to remain in rural settings once trained. The project faculty include faculty from related fields who aid in developing consultative and collaborative skills. Five undergraduate seniors majoring in special education and five practicing special education teachers from five rural school systems are selected for the training project. The undergraduate students are paired with the special education teachers. After the students have completed their student teaching and graduated, they enroll in the graduate program in special education along with their partner teachers. The practicing teacher and preservice teacher alternate on campus coursework and classroom teaching (practicum) in 8-week blocks for a year. Participants have evaluated the program positively in the areas of organization, materials, course goals, and faculty. The paper includes descriptions of the course components of the program. (KS)

ED 342 577 RC 018 530

Mackdanz, R. Alfred
Ease of Transition through Direct Service.
PUB DATE- 17 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the

Increases over time were noted in the task behaviors of problem-solving and open data flow and in the process behaviors of cohesion and interdependence. Female participants reported significantly higher levels of dependency on the group leader than their male counterparts. Groups that named themselves were significantly more interdependent. Whitewater courses were more effective than land-based courses in generating higher levels of cohesion, problem-solving ability, and interdependence. Long courses were not more effective in group development than short courses. Results suggest that experiential programs such as Outward Bound can be effective in promoting group development. (KS)

ED 342 594 RC 018 584

Ewert, Alan
Managing a Scarce Natural Resource: The High Altitude Mountaineering Setting.
PUB DATE- Oct 91
NOTE- 6p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; Attitudes; *Environmental Influences; *Natural Resources; *Outdoor Activities; Waste Disposal
IDENTIFIERS- *Mountaineering

This study identifies some characteristics of mountaineering visitors, climbers' perceptions of the mountain environment, and certain preferred management options affecting both the mountain environment and the mountaineer on Mt. McKinley and adjacent Alaska Range peaks. Approximately 360 registered climbers were asked to complete a 26-item questionnaire as they checked out at the ranger station in Talkeetna (Alaska). Of the climbers responding to the questionnaire, the average age was 32 years and over 90% were male. Climbers reported an average of 10 years mountaineering experience. Within the sample, 67% indicated that they made the summit or completed their route. The majority of the people (66%) were classified as independent climbers, while 32% were part of a guided party, and 2% were solo climbers. Forty-four percent of the climbers reported that trash was not evident on their routes and 4.7% thought trash levels on their climbing route was unacceptably high. In dealing with trash, 92% reported that they carried their trash out. While on their climbing route, 30% of the climbers reported that disposing of human waste was a problem. Solutions proposed by climbers included using more latrines and using crevasses to dispose of waste. Crowding was considered a problem for 32% of the climbers. A slight majority (57%) were against limiting the number of climbers. The study showed that trash, sanitation, and crowding are still within acceptable limits for most Mt. McKinley climbers. (KS)

ED 342 595 RC 018 585

Huffman, Michael G.; Harwell, Rick
Park Managers Attitudes toward Climbing: Implications for Future Regulation.
PUB DATE- Oct 91

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged; *Distance Education; Foreign Countries; Higher Education; *Open Universities; *Outreach Programs; *Science and Society; *Technology; Workshops

This report is the outcome of a regional workshop on development of science, technology and outreach courses held at Sri Lanka Foundation Institute in Colombo. The workshop emanated from UNESCO's commitment and continued effort to promote cooperation among the distance teaching universities in the region through the sharing of their experience and expertise. Distance education and open university systems are emerging as a major means of broadening access to higher education particularly among the disadvantaged groups. The workshop sought to identify common issues, problems and trends associated with the development and implementation of science, technology and outreach programs and courses by distance education. Chapters include: (1) "Issues, Problems and Trends in the Development of Science, Technology and Outreach Programs and Courses"; (2) "Approaches to the Development of Science, Technology and Outreach Programs by Distance Education"; (3) "Policy Alternatives and Measures for Augmentation of Science, Technology and Outreach Courses"; (4) "Cooperation among Institutions"; and (5) "Summary and Conclusions". A list of workshop participants and a summary of the present status of science, technology and outreach programs and courses in participating institutions are appended. (KR)

ED 342 616 SE 052 018

Huppert, Jehuda; Lazarowitz, Reuven
Training Student-Teachers in the Use of Computers in Science Classrooms.
PUB DATE- 91
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Curriculum Development; Foreign Countries; Higher Education; *Preservice Teacher Education; Questionnaires; Secondary Education; *Student Attitudes
IDENTIFIERS- Israel

In this study a program for using computers in science classrooms was developed and implemented in a preservice training course for secondary biology teachers (N=31; 8 males and 23 females) in Israel. The effects on student teachers' attitudes were investigated. The program included a sequence of activities in which student teachers became acquainted with the use of relevant software in their subject matter and critically discussed how to intergrate the computer assisted instruction (CAI) into an existing curriculum in their science classrooms. Data obtained in a post-test attitudes questionnaire were compared with the pre-test data and analyzed with a t-test. Student teachers' attitudes became significantly more positive toward the use of CAI in high school curricula in each of the questionnaire's four factors: (1) teaching strategies; (2) understanding science; (3) classroom learning environment; and (4) students' self-esteem. The student teacher questionnaire is delivery and broader impact of mathematics education. The analysis confined its attention to 3 major categories and formed 12 conclusions. The category "The Report Confirms" formed conclusions regarding the performance levels of the nation's youth, at-risk students resistant to educational opportunities, the modest improvement due to the 80's reform agenda, and the home environment. The category "The Report Points to New Directions" formed conclusions regarding the need for new directions in curricular structure and emphasis, in teacher education and training, and in instructional approaches. The category "The Report Challenges" challenged assumptions regarding student expectations, tracking and ability grouping, educational resources, private education superiority, and teacher empowerment. The appendixes include descriptions of NAEP proficiency levels, mathematics content areas, and mathematical abilities. (25 references) (MDH)

ED 342 634 SE 052 290

Science 25. Curriculum Guide. Revised.
PUB DATE- 88
NOTE- 334p.; Questionnaire on pages 239-246 may not reproduce clearly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Astronomy; Biology; Cognitive Ability; *Conservation (Environment); Curriculum Guides; Developmental Stages; Experiential Learning; Foreign Countries; Health; High Schools; Nutrition; Photography; *Relevance (Education); Reproduction (Biology); *Science Activities; *Science and Society; Science Education; Secondary School Science; Student Attitudes; Student Interests; Student Needs; Substance Abuse
IDENTIFIERS- Northwest Territories

This science curriculum is an activity-oriented program in which an attempt has been made to provide sufficient information for non-science specialists to enable them to offer an effective course at the grades 10 and 11 levels. This curriculum offers a solution to the unique needs of life in the Canadian Northwest Territories. The role of technology in science and everyday life as well as the science/technology/society connection are emphasized. The students' needs, interests, abilities, and cognitive levels were the major criteria used in the selection and presentation of these activities and materials. The Science 25 Curriculum includes administrative guidelines, format/time allotments, unit outlines, curriculum details/resources, and elective units. The required units cover non-renewable/renewable resources, chemistry in daily life, construction science, and human pathology and health. The required units give detailed background information and laboratory activities on each topic. The elective units include: (1) astronomy; (2) human reproduction; (3) drug and alcohol abuse; (4) buying and selling; (5) nutrition; (6) getting enough oxygen; and (7) photography. Information is given on the content of the unit and where the materials for the unit can be purchased. A program evaluation questionnaire for use with students is appended. (KR)

ED 342 635 SE 052 323

Navarro, C. F.
Early Geometry: A Visual, Intuitive Introduction to Plane

Mathematics Instruction; Science Instruction; Student Evaluation; Teacher Education
IDENTIFIERS- *International Evaluation Education Achievement; *Science Achievement

Despite rising concerns about the mathematics and science achievement of U.S. students, a flood of evidence amassed over the past decade suggests that far too few students are receiving the high-quality education needed in these subjects either for careers or for basic citizenship. The Association for Supervision and Curriculum Development (ASCD) Panel on U.S. Achievement in Mathematics and Science was convened in May 1991 to examine three issues: (1) the continued low standing of U.S. students on international mathematics and science achievement tests; (2) the possible reasons for this low standing; and (3) the changes needed to improve U.S. mathematics and science achievement. The report is presented in three sections. Section 1 discusses the nature of the problem, indicating that low achievement is evident at all levels from primary through secondary school. Section 2 discusses the possible causes for low U.S. achievement, concluding that too few students receive sufficient instruction in mathematics and science in grades K-12 to achieve desired levels. The effects of tracking, the impact of underrepresented groups, outmoded theory and practice, and working conditions are also discussed. In section 3, the panel gives recommendations for improving U.S. achievement in mathematics and science in the areas of Curriculum, Standards, Assessment, Teacher Preparation, and Public Support. An executive summary states the panel's findings and enumerates its recommendations. Among the specific recommendations are the following: (1) all students should be required to take mathematics and science throughout their precollegiate education; (2) the development of international standards should be supported; (3) assessment programs should include "performance tasks"; and (4) emergency licensing of teachers in mathematics and science should be eliminated. (62 references) (MDH)

ED 342 652 SE 052 568

Kulm, Gerald, Ed.; Malcom, Shirley M., Ed.
Science Assessment in the Service of Reform.
PUB DATE- 91
NOTE- 410p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Equal Education; Portfolios (Background Materials); Preservice Teacher Education; *Science Education; *Student Evaluation; *Testing
IDENTIFIERS- America 2000; Nation at Risk (A)

Assessment has become the focal point of debates about the purpose, shape, and control of American education. This book presents material that can be used to make assessment a tool for the meaningful reform of school science. Basic guidelines are provided for the various systems of assessment used. The book includes concrete examples of current assessment practice and innovation in science classrooms, in local and state assessment programs, and in the development of standardized tests. Finally, recommendations are made for future policy and research directions for science and mathematics assessment and test development. Part 1 of this volume addresses the policy agenda that affects the resources available for reform, the include: (1) "The Evolution of the Earliest Cells" (J. William Schopf); (2) "Emergence of Animals" (Mark A. S. McMenamin); (3) "Symbiosis in the Deep Sea" (James J. Childress, Horst Felbeck, and George N. Somero); (4) "Antarctic Fishes" (Joseph T. Eastman and Arthus L. DeVries); (5) "Intertidal Fishes" (Michael H. Horn and Robin N. Gibson); (6) "Thermoregulation in Winter Moths" (Bernd Heinrich); (7) "The Physiology of the Koala" (Robert Degabriele); (8) "Carnivorous Plants" (Yolande Heslop-Harrison); (9) "Communication between Ants and Their Guests" (Bert Holldobler); (10) "Slavery in Ants" (Edward O. Wilson); (11) "How the Trypanosome Changes Its Coat" (John E. Donelson and Mervyn J. Turner); and (12) "Viroids" (T. O. Diener). (KR)

ED 342 669 SE 052 691

Characteristics of Doctoral Scientists and Engineers in the United States: 1989, Detailed Statistical Tables. National Science Foundation Surveys of Science Resources Series.
PUB DATE- 89
NOTE- 77p.; For 1983 report, see ED 256 605.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Doctoral Degrees; *Employment Patterns; Engineering Education; *Engineers; Higher Education; Research; Salaries; Science Education; *Scientists

This report presents data on the demographic and employment characteristics of the United State's doctoral scientists and engineers. This population consists primarily of individuals living in the United States who hold science or engineering doctoral degrees from U.S. institutions. Current estimates of the supply and utilization of doctoral personnel in science and engineering were developed from data collected in the 1989 Survey of Doctorate Recipients. In addition to the detailed statistical results of the 1989 survey, this report contains selected time-series data from previous biennial surveys. The time-series tables present data on the number of employed scientists and engineers by demographic characteristics such as citizenship, place of birth, and field of degree and employment-related characteristics such as occupation, sector of employment, median salary, and various labor force rates. Some tables in this report provide estimates for doctoral scientists and engineers employed in four year colleges and universities. In addition to general notes, this report includes detailed statistical tables, technical notes, and a copy of the survey instrument. The statistical tables section includes time-series, and employment and salary detail tables. The technical notes section contains information on survey methodology, coverage, concepts, definition, and sampling errors. (KR)

ED 342 670 SE 052 698

Cadoree, Michell, Comp.
Career Opportunities in Science and Technology. LC Science Tracer Bullet.
PUB DATE- Jul 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Career Awareness; *Employment Opportunities; Resource Materials; *Science Careers
IDENTIFIERS- *Technology Education

congressionally mandated survey of educational achievement of American students in a variety of curriculum areas and of changes in that achievement over time. The National Assessment Governing Board (NAGB) has established new standards for reporting the results that determined three achievement levels: basic, proficient, and advanced. The basic level denotes partial mastery of the knowledge and skills fundamental for proficient work at each grade. Proficient, the central level, represents solid academic performance and demonstrated competence over challenging subject matter. The advanced level signifies superior performance beyond proficient. This book, volume III of the Initial Performance Standards for the 1990 NAEP Mathematics Assessment, describes the process of how these three levels were determined. The chapters include: Chapter 1: Executive Summary; Chapter 2: Overview to the Achievement Level-Setting Process; Chapter 3: Achievement Levels Methodology: Phase 1; Chapter 4: Analysis of Achievement Level Ratings: Phase 1; Chapter 5: Conclusions and Recommendations: Phase 1; Chapter 6: The Replication/Validation Study: Phase 2; Chapter 7: Analysis of Achievement Level Ratings--Validation/Replication; Chapter 8: Additional Topics; and Chapter 9: Conclusions and Recommendations. The bulk of the document is contained in the appendices that follow. These 14 appendices provide a detailed account of the development and validation of the established levels in a series of 85 related tables and documents. (MDH)

ED 342 688   SO 020 735

Allen, Judd
Peace Lifestyle and Peace Cultures.
PUB DATE- 89
NOTE- 24p.; Paper presented at the National Wellness Conference (Stevens Point, WI, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Attitudes; Change; *Change Strategies; Citizen Participation; Community Action; Community Change; *Cultural Influences; Culture; *Life Style; *Peace; *Social Action; Systems Approach; Violence
IDENTIFIERS- Community Peace Cultures Program

Peace lifestyles are possible in social environments that endorse peace activism. This discussion of community change processes provides an outline of mechanisms needed for successful community activism working at the cultural level. The Community Peace Cultures Program (CPCP) is an approach to building supportive environments for peace lifestyles. It is based on the normative systems culture change model for promoting change and community activism. This approach has been successfully used in areas such as litter reduction, health promotion, and other concerns in business, government, and community settings. Applied to peace activism, the program helps participants understand how their subcultures and the overall culture influence their abilities to achieve inner, interpersonal, inter-organizational, and international peace. Program participants are given an opportunity to identify what aspects of their cultures and lifestyles fail to match their personal commitments to peace. They then join with others in working towards peace lifestyle goals of their choosing. Individual action plans, and a four phase culture change process promote individually tailored peace lifestyles for families, businesses, and community organizations. (AS)

NOTE- 21p.; In: Problems in Language Use and Comprehension. AFinLA Yearbook 1988; see FL 020 113.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Contrastive Linguistics; Cross Cultural Studies; Cultural Differences; Discourse Analysis; *English (Second Language); *Finnish; Foreign Countries; Higher Education; *Interpersonal Competence; Language Research; *Language Skills; *Second Language Learning; *Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Finland

Preliminary results of a contrastive discourse analysis project at the University of Oulu, Finland, are reported. The research focuses on cross-cultural encounters between Finnish students of English and native speakers of English from the point of view of students' level of social competence. The students' ability to use discourse strategies is studied at the level of three discourse categories: (1) the level of the whole encounter, where students should be able to take part in the creation of a friendly overall tone or orientation in conversation; (2) the level of the socially demanding main topic, where knowledge of certain organizational devices used in handling this sequence in conversation is important; and (3) the level of one turn at talk and the interactive strategies employed when imposing on the hearer. Hypotheses are presented on the possible effect of cultural differences and of deficiencies in idiomaticity at the level of social competence on the students' performance. Contains 12 references. (Author/LB)

ED 342 254 FL 020 117

Guenin-Lelle, Dianne
On Organizing a Learner-Centered Advanced Conversation Course.
PUB DATE- Oct 91
NOTE- 9p.; Paper presented at the "Bridging Theory and Practice in the Foreign Language Classroom" Conference (Baltimore, MD, October 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; *Conversational Language Courses; *Course Organization; Grading; Higher Education; Second Language Instruction; *Second Languages; *Student Centered Curriculum; Student Evaluation; Student Participation

The dilemma for instructors of advanced second language conversation courses is how to create a situation in which learners feel confident and at ease but, at the same time, feel engaged and challenged. syllabus can be designed to accommodate learner needs and preferences by allowing students to generate their own overall course goals and individual lesson goals, incorporating contract grading, and having students decide the order in which chapters are studied. Individual units can also be structured to promote advanced learning and maintain student interest. Using the text as a basis for general organization, the teacher can enhance content with authentic materials such as newspapers, journal articles, and videotapes. Class size helps determine activity group size and quantity of instructor feedback. Toward the end of a chapter or unit, students or

EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Basic Skills; Business; Check Lists; Cultural Awareness; Curriculum Development; *Employee Assistance Programs; Employers; *English (Second Language); Guidelines; Industry; *Job Training; *Limited English Speaking; *Program Development; Questionnaires
IDENTIFIERS- *Workplace Literacy

This two-part manual is designed to assist employers who desire to retain, promote, or retrain their limited-English-proficient (LEP) workforce to meet the challenge of training and adaptation to job restructuring. This document contains manuals for both English-as-a-Second-Language (ESL) program developers and business/industry decision makers. Following a preview and planning guide checklist, chapters in the Handbook for Program Developers cover the following information: (1) conceptualizing and planning training programs; (2) training partnerships; (3) removing barriers to program participation by LEP employees; (4) trainee and program evaluation; (5) procedures for worksite-based literacy task analysis; (6) curriculum design and development; (7) methods and techniques of effective instruction; and (8) cross-cultural training in the workplace. The much briefer Guide for Decision Makers provides an overview of the most important features of workplace ESL programs. Its chapters cover training the emerging workforce, job-related English language training, recruiting and retaining workers in training programs, creating a partnership, and developing an action plan. Glossaries are included with each handbook. Contains 60 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 278 FL 800 434

Voss, Liz
Open Learning and ESOL.
PUB DATE- Sep 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Education; *Adult Literacy; Basic Skills; Educational Objectives; Foreign Countries; Guidelines; Individualized Instruction; *Open Education; *Performance Contracts; Postsecondary Education; Program Development; Tutors
IDENTIFIERS- England

Suggestions are presented that are drawn from basic skills instruction at the English Learning Centre at Gloucestershire College of Arts and Technology (England), an open learning center geared specifically for ESOL students. Funded for 2 years as a special project by the Adult Literacy and Basic Skills Unit, the center examines procedures that meet a wide range of language and study skills, including individualized programs. The use of bilingualism has also been investigated. This step-by-step guide has two main sections, discussing respectively: (1) how to negotiate a program of work with students (building a picture of the student, translating the and review and steps in organizing the review. Chapter 4, "A Framework for Program Review," offers a series of questions organized around the 13 key characteristics listed in Chapter 2. A selected bibliography cites 24 resources and publications. (JB)

ED 342 296 HE 025 267

Mentkowski, Marcia; And Others
Understanding Abilities, Learning and Development through College Outcomes Studies: What Can We Expect from Higher Education Assessment? Symposium presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 5, 1991).
PUB DATE- 5 Apr 91
NOTE- 162p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adoption (Ideas); College Graduates; *College Outcomes Assessment; College Students; Evaluation Utilization; Higher Education; Institutional Evaluation; Institutional Mission; *Institutional Research; *Research Utilization; Self Evaluation (Groups); Undergraduate Study
IDENTIFIERS- *Alverno College WI

This document presents elements of a symposium developed by the Alverno College, Wisconsin, research and evaluation staff on the extent to which educational research that is internally driven by institutionally defined purposes and questions is valid and useful to the educational research community as a way of addressing its larger questions about learning and teaching. The document contains outlines and discussions of symposium questions, symposium objectives potential beneficiaries from advances on the questions posed by the symposium, questions posed for Alverno College, lessons learned and unresolved issues. Also included are five research examples from Alverno College's research and evaluation department. Those examples are: a longitudinal analysis of cognitive, moral and ego development trajectories; an analysis of self-sustained learning and development; a study of career trajectories of women; research toward a taxonomy of alumnae generic and professional abilities; and an evaluation of professional abilities and student outcomes. Appendixes contain a description of the current student body at Alverno, a description of the longitudinal sample, charts of educational and developmental stages and relationships, a summary of statistics, a summary of generic abilities, an example of coding analysis of an essay, and 114 references. (JB)

ED 342 297 HE 025 268

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: New Orleans, Louisiana. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (New Orleans, LA, July 27, 1991).
PUB DATE- 92
NOTE- 252p.; Serial No. 102-79. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Black Colleges; Black Education; College Students; Educational Finance; Federal Aid;

*Educational Quality; Ethics; Governance; Higher Education; Institutional Mission; *Organizational Objectives; Postsecondary Education; Speeches; Values

This journal issue is devoted to the theme of university presidents and their visions of the future. It presents the inaugural addresses and speeches of 16 Catholic college and university presidents focusing on their goals, ambitions, and reasons for choosing to become higher education leaders at this particular time in the history of education in the United States. Speeches from the following college presidents and chancellors are presented: Joseph S. Brosnan (Belmont Abbey College); Rev. Daniel A. Degnan, SJ (Saint Peter's College); Rev. Albert J. DiUlio, SJ (Marquette University); Rev. James E. Hoff, SJ (Xavier University); Karen M Kennelly, CSJ (Mount St. Mary's College); Kent M. Keith (Chaminade University); Rev. William E. McConville, OFM (Siena College); Joseph J. McGowan, Jr. (Bellarmine College); Patricia A. McGuire (Trinity College); William J. Medland (Viterbo College); Rev. Neil J. O'Connell, OFM (St. Bonaventure University); Rev. Leo J. O'Donovan, SJ (Georgetown University); Rev. Thomas R. Peterson, OP (Seton Hall University); Brother Dietrich Reinhart, OSB (Saint John's University); Rev. John P. Schlegel, SJ (University of San Francisco); and Mary Lea Schneider, OSF (Cardinal Stritch College). References follow some speeches. (GLR)

ED 342 315 HE 025 286

Parkyn, David Lee
The Role of Alumni in the Assessment of Affective Outcomes.
PUB DATE- Mar 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alumni; Church Related Colleges; College Graduates; *College Outcomes Assessment; *Evaluation Methods; Graduate Surveys; Higher Education; *Humanistic Education; Individual Development; Measurement Objectives; Research Methodology; Research Needs; *Research Problems; *School Effectiveness; Student Development

This paper reviews two areas of limitations concerning college outcome assessments and argues that while cognitive outcomes may be effectively measured during the students' academic careers, the perceptions of alumni are a necessary component of the assessment of affective outcomes. The limitations that are addressed concern first, determining what outcomes are to be assessed, and second, deciding who to assess (current students or alumni). Both the theoretical aspects of college outcomes assessment and the application of the assessment method are discussed. The theoretical section addresses the nature of cognitive and affective objectives and the appropriate role of students and alumni in the assessment of these outcomes. The applied section makes reference to the assessment method assumed by an outcomes study undertaken during the 1980s by 13 church-related colleges in determining the achievement of affective outcomes as measured by the perceptions of over 3,000 alumni. Attention is focused on the method of assessment rather than on an analysis of study results. Contains 15 references. (GLR)

ED 342 316 HE 025 287

DESCRIPTORS- *Academic Persistence; Admission Criteria; College Admission; College Attendance; College Freshmen; *College Students; Dropout Prevention; *Dropout Research; Dropouts; Financial Problems; Higher Education; Low Achievement; Program Effectiveness; *School Holding Power; Student Attrition; Withdrawal (Education)

A survey was conducted to evaluate nationally the retention of undergraduates at institutions of higher education. In particular the survey sought to: determine the rates at which full-time students persisted in and completed higher education; identify factors that institutional representatives felt influence students to leave school; and describe institutional practices and policies to improve retention and their perceived effectiveness. The survey was mailed to 541 institutions; it had an 87 percent response rate. The survey findings showed that of full-time freshmen entering school in fall 1988, 70 percent were still enrolled a year later. The reasons most commonly listed by institutional representatives as important in students choosing to leave without completing a degree or award were financial difficulties, accomplishment of objectives, personal reasons, and poor grades. A majority of institutions collected data on retention within the last year indicating a high level of concern with retention in recent years. Selectivity in admission was the most important predictor of retention at higher education institutions. Programs listed as having a great impact on retention were: help with student finances, help with academic problems, and testing and performance assessment. In the past 5 years, 81 percent of institutions had developed programs aimed at increasing retention. Included are nine figures, and appendixes containing detailed tables, technical notes, and the survey questionnaire. (JB)

ED 342 335 HE 025 309

Buzza, Bonnie Wilson; Whiteaker, Julie E.
A Descriptive Study of Small College Speech Programs: 1991, Second Phase of Study.
SPONS. AGENCY- Pew Memorial Trust, Philadelphia, Pa.
PUB DATE- 90
NOTE- 63p.; For the study's first phase, see ED 315 002.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Departments; Educational Trends; Extracurricular Activities; Higher Education; *Institutional Characteristics; Longitudinal Studies; Minority Groups; *Program Content; Program Descriptions; *Small Colleges; *Speech Communication; *Speech Curriculum; Teacher Characteristics; Trend Analysis

The second phase of a longitudinal project to describe and monitor speech communication programs at small colleges, expanded the data available on programs and provided an indication of program changes in the 3-year period since the first phase, which gathered initial data on the programs. The pilot study conducted in the first phase involved a survey questionnaire, sent to 350 faculty members, with a final response rate of 45 percent. The second phase consisted of questionnaires mailed to those who had participated in and responded to the first survey (157 mailed with 88 returned). The data from the second survey were analyzed and compared with data from the first. The analysis found: considerable diversity among small colleges; a slight decline in the overall percentage of institutions with an institution-wide speech

AASCU Council of State Representatives.
PUB DATE- 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Budgets; Economic Impact; *Educational Economics; *Educational Finance; Financial Exigency; *Financial Needs; *Fiscal Capacity; Higher Education; Public Schools; *State Aid; Student Financial Aid; Surveys

This report examines states' appropriations to institutions of higher education, and reveals that there had been an aggregate reduction in state dollar support for higher education spending as the 1992 fiscal year began, with some respondents reporting reductions from the previous year's rate. It is noted that a deteriorating economy has resulted in reduced access to higher education due to reductions in state funding, reductions in federal student financial assistance, continuing rises in tuitions, and capping of enrollments by a number of public institutions. Twenty-one tables of data (comprising over 85 percent of the report) are provided and findings include the following: (1) 19 states reported suffering a mid-year higher education budget cut in fiscal year (FY) 1992, and the average cut was 4.16 percent; (2) 5 of the 19 states that had suffered mid-year cuts anticipate further cuts; (3) of the states that had not suffered cuts, 9 expect cuts to occur during the remainder of FY92; (4) 18 states received increases that would equal or exceed the inflation rate, while 31 systems in 30 states did not; and (5) of the 31 respondents who reported an increase below the inflation rate, 14 suffered a nominal reduction compared to FY91. An appendix contains the survey instrument used to collect data for this report. (GLR)

ED 342 355 IR 013 598

Merriman, Howard
One Computer for Every Teacher and Every Student.
PUB DATE- Nov 87
NOTE- 12p.; Paper presented at the NSBA-ITTE Conference (Dallas, TX, November 4-7, 1987). For a report on another Apple Classroom of Tomorrow, see ED 295 600.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Computer Software; Equipment Maintenance; High Schools; *High School Students; Individualized Instruction; *Microcomputers; *Secondary School Teachers; Team Teaching
IDENTIFIERS- *Apple Classrooms of Tomorrow; *Apple Macintosh

This report describes the Apple Classroom of Tomorrow (ACOT) project as it was in its second year in a comprehensive high school, Macintosh-based site in Columbus, Ohio, with 30 sophomore students. It is noted that all of the students in the ACOT classroom--who are selected by lottery from among applicants of the school's resident population--have a microcomputer at school and at home, a dramatic departure from the average 20 minutes per week access time upon which many studies of computer effectiveness are based. Topics discussed in this report include: (1) the benefits of having unrestricted access to a computer that have accrued to these students and

and implementation was only beginning in 1990. Five major trends can be seen, however, during 1990 legislative sessions: (1) use of educational telecommunications continues to grow; (2) statewide planning continues to be a concern; (3) cooperation between schools and businesses, higher education institutions, and local governments has increased; (4) new educational technologies such as microcomputers and video continue to emerge; and (5) the role of the telephone communications industry in providing data services to state governments or educational systems continues to be studied. This report provides a summary of the major trends and legislative actions and information updates for the 16 Western Cooperative states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Minnesota, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. (DB)

ED 342 374 IR 015 406

Jones, Lori Ann
Helping Teachers Effectively Use Computers in the Educational Setting.
PUB DATE- Sep 91
NOTE- 44p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Inservice Teacher Education; Junior High Schools; *Microcomputers; Preservice Teacher Education; Questionnaires; Secondary School Teachers; Staff Development; Surveys; Teacher Improvement; *Teacher Workshops; Technological Advancement; Training Methods
IDENTIFIERS- Teacher Surveys

The large number of teachers not using computers in the classroom for administrative or instructional purposes was addressed by the implementation of a computer inservice workshop. The program described in this report was aimed at 18 teachers in a junior high school who reported that they did not feel comfortable using computers, or did not know how to use computers effectively. The teacher workshop consists of twelve 1-hour sessions that gave teachers hands-on practice and introduced them to computer hardware and software. The success of the inservice was measured by class assignments, a survey, and a post-test. At the end of the 12 week program, 84% of the inservice teachers reported feeling more comfortable using computers in the classroom. It was concluded that hands-on computer inservice workshops can help teachers become familiar with new technologies. Appendices include the questionnaires used for the teacher and inservice surveys, results of these surveys, a brainstorming activity, and a computer literacy test. (18 references) (Author/DB)

ED 342 375 IR 015 408

Dively, Dwight; McGill, Mollie
State Planning and Implementation of Educational Telecommunications Systems in the West.
PUB DATE- Apr 91
NOTE- 39p.; For a related document, see IR 015 405.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921. The paper by Michel Melot is written in French.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Audiovisual Aids; *Culture; Federal Government; Foreign Countries; *Government Libraries; Higher Education; International Organizations; *Library Collection Development; *National Libraries; *Research Libraries
IDENTIFIERS- International Federation of Library Associations

The 11 papers in this booklet were presented at meetings of 3 sections within the Division of General Research Libraries: (1) "On the Concept of Development of the National Library of the USSR" (N. I. Tyulina); (2) "Strategic Planning in National Libraries" (Maurice B. Line, UK); (3) "Strategic Planning in National Libraries" (Patricia Donlon, Ireland); (4) "University Libraries in the USSR" (Vyacheslav V. Mosyagin); (5) "Le role culturel des bibliotheques universitaires (The Cultural Role of University Libraries)" (Michel Melot); (6) "Storing the World's Information--A 21st Century Crisis" (Marilyn J. Sharrow, USA); (7) "Tomorrow Is Another Day for University Library Services" (G. G. Allen Curtin, Australia); (8) "Researchers' Need for Audiovisual Media as Material" (Piet Van Wijk, the Netherlands); (9) "Mediating News and Public Opinion to Members of Parliament" (Brit Floistad, Norway); (10) "Building a Parliamentary Research Capability" (William H. Robinson, USA); and (11) "Collection Development Policies of Parliamentary Libraries" (Ernst Kohl, Germany). (MAB)

ED 342 395 IR 053 914

IFLA General Conference, 1991. Division of Special Libraries Services: Section of Social Science Libraries; Section of Geography and Map Libraries; Section of Biological and Medical Sciences Libraries; Section of Art Libraries. Booklet 2.
PUB DATE- Aug 91
NOTE- 45p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cartography; Culture; *Databases; Federal Government; *Fine Arts; Foreign Countries; Geography; *Government Libraries; Information Technology; International Organizations; Medical Libraries; Social Sciences; *Special Libraries
IDENTIFIERS- International Federation of Library Associations

The 10 papers in this booklet were presented at meetings of 4 sections within the Division of Special Libraries: (1) "Information Ensurance of a Scientist" (V. Matveyev, USSR); (2) "Linguistic Barriers and Machine Translation" (Stanley Kalkus, USA); (3) "Maps for Planning" (V. I. Zhukov and L. G. Rudenko, USSR); (4) "Development of Atlas Cartography in the USSR" (O. A. Yevteyev and N. Ye. Kotelnikova); (5) "Soyuzmedinform Computer Technology and Soviet Medical Data Bases" (B. Loguinov); (6) "Experiences in Using Soviet Databases in Scandinavia" (Sauli Laitinen, Finland); (7) "The Use of New Information Technologies at INIST-CNRS" (Christian Lupovici);

Guidelines for Public Library Service to Children in Vermont.
SPONS. AGENCY- Vermont State Dept. of Libraries, Montpelier.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Childrens Libraries; Guidelines; Library Personnel; Library Role; *Library Services; Professional Development; *Public Libraries
IDENTIFIERS- State Guides; Vermont

A task force was charged with developing a revised set of guidelines for public library service to children in Vermont. Together with the results of a survey of Vermont public libraries, the help of recommendations from other states, and the expertise of individual libraries, the task force drew up a number of guidelines. In the first section the philosophy and goals of good library service to children are outlined. The next section presents guidelines for staffing children's services, including the qualifications and responsibilities of a children's librarian and information on professional development, scheduling, staffing levels, evaluation, and salaries. Guidelines in the next three sections are concerned with library materials for children, programming, and physical facilities. Concluding the guidelines are a description of the role of the library trustees as it relates to children's services, a copy of the Library Bill of Rights, and an interpretation of the Library Bill of Rights as it pertains to the rights of minors. (MAB)

ED 342 413 IR 053 936

Larsgaard, Mary L.
Interlibrary Loan on OCLC by Colorado Alliance of Research Libraries Member Libraries.
PUB DATE- 91
NOTE- 87p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; *Interlibrary Loans; Library Circulation; Library Cooperation; *Library Networks; Public Libraries; Research Libraries; *Shared Library Resources; Statistical Analysis; *Use Studies
IDENTIFIERS- *Colorado Alliance of Research Libraries; *OCLC

An investigation of the interlibrary loan (ILL) borrowing patterns of six academic libraries and one large urban library--all members of the Colorado Alliance of Research Libraries (CARL)--analyzed data on transactions carried out through the OCLC ILL system during the 3 month period of March through May of 1988. The data and analyses focused on the: (1) number and type of lending institution; (2) number of loans by state; (3) types of libraries from which loans were made; (4) number of items borrowed per CARL library; (5) number of titles borrowed by Library of Congress classification letter; and (6) number of items by year of publication of item. One study result showed that CARL members overwhelmingly borrow from within the state of Colorado whenever possible; when it is not, they tend to borrow from libraries in the southwest and midwest United States; and twice as many items are borrowed in the humanities and social sciences as in the physical and natural sciences. It is noted that OCLC data provide a valuable way to analyze interlibrary-loan traffic. Concluding the report are the matriculated students, persistence, transfer, and student satisfaction; (3) college outcomes, including data on weekly student contact hours, full-time equivalencies, per student costs, international students, program effectiveness, class scheduling, and facility use; (4) staffing, including information on gender, ethnicity, and age, student evaluations of instructors, and administrator evaluations; and (5) facilities, including measures of the efficiency of use of the physical facilities on campus, with special reference to classroom space. The bulk of the report consists of descriptive and evaluative "windows" on each of these areas, including data tables and graphs, descriptions and definitions, and questions and implications. (JMC)

ED 342 430 JC 920 082

Maryland Community Colleges: Databook and Annual Report.
PUB DATE- Jan 92
NOTE- 152p.; For a previous Databook, see ED 303 227.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *College Planning; *Community Colleges; Degrees (Academic); *Educational Facilities; *Educational Finance; *Enrollment; Enrollment Trends; Salaries; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Maryland

This databook, which is used for strategic planning, provides an overview of all aspects of community college functions in Maryland and is an annual report to the state legislature. Section I provides information on the Maryland higher education structure and undergraduate enrollment by county and type of institution. Section II presents enrollment figures and trends, including information on enrollment by program type; transfer and career program enrollments; full- and part-time trends; enrollment by ethnicity, disability, and student residence; trends in black student credit enrollments; student characteristics; trends in state-funded full-time equivalent (FTE) enrollments; comparison of enrollment to population by county; trends in registrations and unduplicated students; and continuing education enrollments. Section III describes the characteristics of graduates, certificates conferred, and degrees awarded from 1987 to 1991. Section IV reviews expenditure trends, current unrestricted revenues by source, state aid trends, costs per full-time equivalent student, and tuition and required fees. Section V provides information on faculty and staff, including administrator and faculty salaries, characteristics of full-time credit faculty, and number of white and minority employees by employment category. Finally, section VI contains information on total net assignable square feet by category for 1991 and capital construction state bond authorizations for fiscal years, 1961-92. (JMC)

ED 342 431 JC 920 083

Betts, John Lee
Energizing and Focusing the Movement. National Organizations Impacting Community, Technical and Junior Colleges: A Guidebook for Human Resource Development.
PUB DATE- 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.

CD long-range financial plans consist of the following components: operating funds; construction funds; tax funds; auxiliary enterprise funds; and non-grant restricted funds. The operating fund long-range plan was prepared by utilizing historical data and environmental factors such as the rate of inflation, building programs, student/teacher goals, and the availability of financial resources. The construction fund plans take into account total revenue available and its distribution, current and planned projects, and new and modified projects. The tax fund plan focuses on events that must take place for property taxes to be assessed and collected by the college, tax extensions, percent of district burden, tax cap legislation, maximum levies, historical and projected tax rates and extensions, the Liability Protection and Settlement Fund, and the Audit Fund. The auxiliary enterprise fund plan deals with the food service, bookstore, locker rentals, interest on investments, student activities fees, and specialized accounts for operating self-supporting activities such as the child development center. The non-grant restricted purposes fund comprises monies for field and coordinated studies, off-campus programs, the Business and Professional Institute, and development funds and plans for its use involve computer purchases and the Arts Center. In addition to presenting the 5-year plans for each college fund, this planning report includes historical data, operating plan alternatives, and a unit cost stud/. Extensive data tables are included. (JMC)

ED 342 448 JC 920 130

Santa Rita, Emilio
Internship Model that Provides a Growing Edge.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Cooperative Programs; *Counselor Training; *Field Experience Programs; *Internship Programs; Models; Program Descriptions; Student Attitudes; Student Experience; Student Leadership; *Student Responsibility; Two Year Colleges

Internships have traditionally been an important component in counselor training. At Bronx Community College (BCC), a model counselor training program has been developed which emphasizes student input as well as field experience. The underlying assumption of the model is that both the student interns and the host college can teach one another skills and competencies needed to attain the common educational goal of student self-direction and personal competence. Once procedures are established for ensuring that students are trained and supervised in appropriate counseling techniques and methods, students complete a three-part contract which parallels the three components of the model. Part I of the contract focuses on the intern's responsibility to develop his/her own program and to study and suggest innovative changes in the areas chosen for concentration. The student specifies one or two areas in which he/she would like to develop competencies, rates the desired goal, and selects criteria for self-evaluating progress. The student also suggests new initiatives for the curriculum and student services. Part II of the contract establishes the intern's role as a consultant to the college where he/she is interning, and reflects his/her ability to examples of writing around the home, using wordless books for storytelling, and giving children access to printed materials. The success of a school literacy program often depends on children's literacy learning at home. As a result of recent research which supports natural, rather than formal, language learning, teachers have begun to examine schools' reading readiness programs. Many traditional reading readiness tests measure skills such as auditory memory and letter recognition, which are abstracted from the reading process. Emergent literacy tests would measure such qualities as children's prior knowledge and ability to associate meaning with print. A nine-item bibliography is provided. (BC)

ED 342 466 PS 020 288

Rhee, Mikyung C.; Bhavnagri, Navaz
4 Year Old Children's Peer Interactions When Playing with a Computer.
PUB DATE- 91
NOTE- 42p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Computer Games; Computer Software; Computer Uses in Education; *Interpersonal Relationship; *Microcomputers; Peer Influence; *Peer Relationship; *Play; *Preschool Children; Preschool Education; Prosocial Behavior; Student Behavior; Teacher Influence

This study investigated social interactions with peers on the part of 4-year-olds who were playing with a computer. Subjects were 18 preschoolers whose interactions were videotaped while they played with a computer for eight 45-minute sessions. Composition, initiation, and form of interaction were coded. Observations about the composition of interaction indicated that 55% of the children's time at the computer was spent with a peer, 25% was spent with a teacher, and 20% was spent alone. Observations of initiation of interaction indicated that 60% of the time the interaction was self-initiated, 36% of the time it was peer-initiated, and 4% of the time it was teacher-initiated. Observations of form of interaction indicated that 88% of the interactions consisted of sharing use of the computer by taking turns, and 12% consisted of doing, showing, and explaining to a peer. These data support the hypotheses of the study. Results indicate that when children play with a computer in the natural setting of a preschool, they have extensive social interaction with their peers. Appended are 37 references and related materials. (Author/GLR)

ED 342 467 PS 020 289

Families in School: State Strategies and Policies To Improve Family Involvement in Education. A Four-State Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Policy; Community Education; Community Programs; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Parent Teacher Cooperation;

such as Vygotsky. The elements of an alternative curriculum are: (1) scaffolding, or the practice of an adult helping a child acquire knowledge or a skill that the child could not acquire alone; (2) access, or the provision of appropriate written materials in the home and school; and (3) mediation of the child's learning by adults. A curriculum centered around literacy would combine attributes of a free play and an alternative curriculum. Ways of promoting literacy development include access to a library, provision of a print-rich environment, a curriculum that integrates literacy into theme learning, and a classroom design that encourages multimedia construction. A list of 29 references is provided. (BC)

ED 342 486 PS 020 344

Gilles, Tom; Kroll, Joe
Barriers to Same Race Placement. Research Brief #2.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 91
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption; Agency Role; *Blacks; Fees; *Hispanic Americans; Minority Groups; Private Agencies; Public Agencies; Racial Bias; *Racial Factors; Recruitment; State Aid; *Transracial Adoption
IDENTIFIERS- *Same Race Placement

The North American Council on Adoptable Children surveyed 64 private and 23 public child placement agencies in 25 states in the fall of 1990. Of the agencies that responded, 83 percent were aware of barriers preventing families of color from adopting. Frequently cited barriers were: (1) institutional racism; (2) lack of people of color in managerial positions; (3) adoption fees; (4) the tendency of communities of color to see adoption as an informal activity; (5) negative perceptions of agencies; (6) lack of minority staff; (7) inflexible adoption standards; and (8) lack of recruitment activity. Results indicated that 78 percent of black children and 38 percent of Hispanic children were placed in same-race homes. Agencies specializing in the placement of minority children had higher percentages of same-race placements than did traditional private agencies. Additional factors discussed include the dichotomy in the adoption of healthy infants and unhealthy or older children, the role of independent adoption, and the effects of litigation. In implementing their programs, agencies committed to same-race placement should consider the following factors: (1) ongoing recruitment of minority families; (2) retention of minority families in their programs; (3) an informative home study process; (4) the use of reasonable fees; and (5) state financial assistance. (BC)

ED 342 487 PS 020 346

Dodge, Diane Trister; Colker, Laura J.
The Creative Curriculum for Early Childhood. Third Edition.
PUB DATE- 92
NOTE- 393p.; Contributing writers: Marilyn Goldhammer, Judy Jablon, and Carol Copple. Published by Teaching Strategies, Inc. Revised edition of ED 293 631.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This paper critically examines evaluations of the effects of early childhood development programs in Third World countries. Introductory comments underscoring the importance of preschool interventions for the improvement of primary schools are followed by a section explaining the paper's analytical framework, which posits an interactive relationship between the readiness of children for school and the readiness of schools for children. The readiness of children for school is defined in terms of children's physical capabilities and activity levels, cognitive ability, learning style, knowledge base, and social and psychological competencies, while the readiness of schools for children is considered in terms of availability, accessibility, quality, and adaptation to local needs and circumstances. This section concludes by examining the influence of these factors on school enrollment, progress, and performance. The second section reviews studies of: (1) nutrition intervention programs in Guatemala; Cali and Bogota, Colombia; and Pueblo, Mexico; (2) early childhood education programs in Asia, Latin America, and the Middle East; and (3) the effects of early intervention programs on enrollment, promotion, grade repetition, dropout rates, and performance. The following sections review the Indian Integrated Child Development Services and Peru's Programas No-Formal de Educacion Inicial. In the final section, the implications of these findings are discussed and policy recommendations regarding program integration, organization, and evaluation are presented. (AC)

ED 342 506 PS 020 389

Burts, Diane C.; And Others
Achievement of Kindergarten Children in Developmentally Appropriate and Developmentally Inappropriate Classrooms.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Kindergarten; *Kindergarten Children; Primary Education; Racial Factors; Scores; Sex Differences; Socioeconomic Status; *Standardized Tests; *Stress Variables; *Test Validity
IDENTIFIERS- *Developmentally Appropriate Programs

This study compared end-of-year standardized test scores (CAT) of 204 children in 6 developmentally appropriate and 6 developmentally inappropriate kindergarten classes. Particular attention was given to the effects on test scores of the interaction of classroom type with sex, socioeconomic status, and race. Relationships between children's CAT scores and stress scores in the developmentally appropriate class were compared to the same relationships in the developmentally inappropriate class. In the developmentally appropriate class, children who exhibited higher levels of stress during testing scored significantly lower on the CAT average, and on the reading comprehension and language portions of the CAT, than children who exhibited lower levels of stress. These findings suggest that higher levels of stress during standardized testing may negatively affect performance on the test. No significant differences between classroom type and overall test scores were found. Emphasis on academics in developmentally inappropriate classrooms did not result in higher test scores.

(Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Auditory Evaluation; Elementary Secondary Education; *Equipment Evaluation; *Hearing Aids; Hearing Impairments; Learning Problems; Program Development; *Rural Schools; *Special Needs Students
IDENTIFIERS- Education for All Handicapped Children Act

This paper describes functions of the components of hearing aids and provides a detailed procedure to detect hearing aid dysfunctions. The most common type of hearing aids for school children are the behind the ear type. Various hearing aid components change sound into an electrical signal, which is amplified and adjusted by a volume control. The resulting sound is then conducted through a receiver. The ear mold couples the hearing aid to the ear and directs the amplified sound into the ear's external canal. Power is supplied by a 1.3 or 1.5 battery. Malfunction can occur in any of the components. The problem is exacerbated when many school children hesitate to bring problems to anyone's attention. A hearing aid monitoring program would alleviate problems due to malfunctions and would meet the mandates set forth in Public Law 94-142, which ensures the proper functioning of hearing aids of school children. The best time to check hearing aids is just before or after lunch. A detailed hearing check procedure should be followed. Proper fit helps to assure that the child will not lose the hearing aid. Appendices include diagrams of various types of hearing aids, ear molds, and a hearing aid stethoscope and voltmeter used in hearing aid checks. (LP)

ED 342 524 RC 018 476

Pine, Martha; And Others
Teacher Consultant Model. Trend of the Future.
PUB DATE- 20 Mar 91
NOTE- 6p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Noninstructional Responsibility; Professional Development; *Rural Schools; *Special Education; State School District Relationship; Teacher Effectiveness; *Teacher Role
IDENTIFIERS- Iowa

This paper focuses on the history and utilization of special education funding in the Green Valley Area Education Agency 14 (AEA 14). AEA 14 is the most rural AEA in Iowa and serves 22 public school districts and 1 parochial school district. AEA 14 has lagged financially due to its sparse population and low special education funding. Services such as school social work and special education counseling were limited by the financial strain. The responsibilities for these services were placed upon special education teachers. The AEA 14 director of special education resolved this financial inequity by proposing legislation to include a sparsity factor in the funding formula. Prior to the sparsity formula being initiated, the Special Education Teacher Advisory Committee was formed in 1989 to offset the lack of special education consultants. The first year the committee worked on a project dealing with the

Lambeth, Pauline J.
Using the House-Tree-Person (H-T-P) as a Method to Understanding Individual Cultural Differences among Children.
PUB DATE- 19 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Culture Fair Tests; Elementary Secondary Education; Ethics; Projective Measures; *Rapport; *Student Evaluation; *Teacher Student Relationship
IDENTIFIERS- *House Tree Person Projective Test

Finding innovative and effective methods to infer the ability of culturally diverse students continues to present a problem for educators. This paper proposes the House-Tree-Person (HTP) projective technique as a way for school educators to gather important data about student functioning without the use of culturally biased instruments. This technique is intended only as a means of establishing rapport or improving communication between teacher and student. In the HTP, the subject draws a house, a tree, and a person and then tells something about each drawing. Over a period of 10 years, 200 protocols of HTP drawings were collected from culturally diverse subjects aged 5-65. The HTP succeeded in establishing positive rapport with subjects in order to facilitate and assess effective communication. Student comments on their drawings may be used as the basis of teacher inferences about students' social awareness, communication skills, cognitive abilities, knowledge in content areas, and psychological development. Criteria are outlined for each of these areas. Professional ethics and standards concerning classroom use of projective tests are discussed. (SV)

ED 342 542 RC 018 494

Bell, Teri L.; And Others
Perceptions of Future Special Education Teachers concerning Rural Teaching Environments.
PUB DATE- 19 Mar 91
NOTE- 36p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; Education Majors; Elementary Secondary Education; Higher Education; *Rural Environment; *Social Influences; *Special Education; *Student Attitudes; Suburban Environment; Teacher Education; Urban Environment

This study examined attitudes of prospective special educators regarding urban, suburban, and rural teaching environments. A total of 588 student members of the Council for Exceptional Children representing 49 universities were surveyed. The questionnaire, composed of 67 questions, examined student reasons for being in special education. It also assessed attitudes concerning social, cultural, personal, and professional issues regarding various teaching environments.

(150)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Higher Education; *Incentives; *Rural Areas; Special Education; *Speech Pathology; *Teacher Attitudes; Teacher Employment Benefits; *Teacher Recruitment; Work Environment
IDENTIFIERS- West Virginia

This study surveyed special education directors and speech language pathologists (SLPs) to identify recruitment and retention strategies currently in place in West Virginia and related problems. A 13-item questionnaire was mailed to all 55 Special Education Directors (SED) in West Virginia. A second survey instrument, consisting of 36 items, was sent to 356 SLP practicing in West Virginia public schools. The SEDs' responses indicated that: (1) the individuals commonly involved in interviewing SLPs were the director of personnel, the superintendent, and the school principal; (2) recruiting techniques commonly used were recruiting from university training program, advertising in newspapers, and advertising in the ASHA Journal; and (3) common incentives used to induce SLPs to come to their respective counties were leave for professional meetings, insurance benefits, funds to purchase materials, and maternity leave. The SLPs' responses indicated that: (1) reasons for working in West Virginia public schools included a desire to return to work in their hometown or state and that their spouse had a job in the area; (2) the quality of the local school system and salary were the highest rated criteria used in selecting a position; (3) medical insurance, salary, and dental insurance were rated highest in terms of relative importance in selecting a professional position; and (4) monetary incentives was the most commonly suggested technique for recruiting SLPs. The paper contains numerous suggestions for recruitment and retention. (KS)

ED 342 560   RC 018 512

Allen, Tommy W.
Middle School Dropout Prevention: The STEP Model.
PUB DATE- 18 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; *Dropout Programs; *High Risk Students; Intermediate Grades; Junior High Schools; Middle Schools; *Remedial Mathematics; *Remedial Reading; *Sex Education; *Summer Programs; Work Experience
IDENTIFIERS- Middle School Students

This paper describes the Summer Training and Education Program (STEP) for at-risk students that combines remedial reading and math instruction, education on responsible sexual attitudes and behavior, and work experience. During two consecutive summers, STEP participants receive 90 hours of remedial instruction in reading and math (Practical Academics), attend Life Skills and Opportunities (LSO) for 18 hours, and work for at least 100 hours on the Summer Youth Employment and Training Program (SYETP) jobs. They are paid minimum wage for a full day, 5 days a week for 6 to 8 weeks. During the school year, STEP youth are individually counseled and tutored, and are involved in STEP group activities. A second summer of work and study is guaranteed to successful first-summer completers who stay in school. Practical Academics uses learning models based on

90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; High Schools; *High School Students; Parent Participation; Program Development; *Program Implementation; Public Agencies; Rural Schools; *School Districts; *Special Education; Student Participation; *Transitional Programs

This paper describes a rural school program that assists high school special education students in achieving a successful transition from the school to the community. Plans for transition are first introduced at the special education staffing in 10th grade and are viewed as an integral part of the individual education plan. The transition coordinator keeps track of student referrals to community agencies and the services received through a one-page form that also provides space to include transition goals. A copy of the transition plan is given to the parents and school. Transition goals are also documented on the individual education plan. A list of the eight general goals are included and emphasize vocational planning and determination of appropriate services. At the time of the initial staffing, a transition questionnaire is given to the student, parents, and teachers to complete. The questionnaire helps to identify specific strengths and weaknesses of the student. A monitoring system that uses a computer program helps the transition coordinator track the progress of each student in reaching the transition plan goals. An individual exit interview is completed with each student the last month of his or her senior year to reassure the student of continued support and to resolve any problems while the student is still in school. The program continues to serve students for a minimum of 3 years after their graduation. The forms used to implement the transition program are included. (LP)

ED 342 578 RC 018 531

Herron, Edna; Buss, Jean R.
Project ACCESS: Providing Support and Technical Assistance to Rural Schools Serving Students with Autism.
PUB DATE- 17 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autism; *Consultation Programs; *Cooperative Programs; Elementary Secondary Education; Faculty Development; Higher Education; *Inservice Teacher Education; Rural Schools; Special Education Teachers; *Teacher Workshops
IDENTIFIERS- *Missouri

This paper describes Project ACCESS, in which a state education agency, a university, and a rural school district collaborated to provide support and technical assistance for educators working with autistic students. Teachers attended preservice and inservice programs to receive training in working with autistic students. During the 1989-1990 school year, over 400 persons attended 8 workshops. Topics included assessment, communication, behavioral programming, social and leisure skills, integration with nonhandicapped peers, and community-

NOTE- 7p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Environmental Influences; *Outdoor Activities; *Parks; *Recreation; *Standards
IDENTIFIERS- *Mountaineering

This study examined park managers' attitudes toward adventure climbing and climbing regulations, especially concerning the management of: (1) conflicts (among visitors competing for use of the same resource); (2) impact on the environment; and (3) risk (i.e. implications for rescue and legal liability problems). Questionnaires were sent randomly to 100 managers of national, state, and local parks; 43 usable questionnaires were returned. Results of the survey indicated that almost 40 percent of the managers surveyed used some type of regulation in the management of climbing. Managers perceived climbing to be no different than other recreational activities with regard to the distribution and severity of environmental impact. Less than 89% of the areas studied had any record of visitor conflict involving climbers. Only 16.3% of the managers agreed that their staff is well trained to handle climbing accidents. Results indicated that 85.7% of the agencies who believed they were well trained to handle accidents regulated climbing while only 41.2% of the agencies who believed they were not well trained regulated climbing. While most managers were concerned with the search and rescue issues, they were not unduly alarmed about the possible legal outcomes of climbing. Over 67% of the managers believed that the climbers should pay for the cost of their own rescue. Decisions about whether or not to regulate climbing appeared to be based on liability and search-and-rescue related concerns rather than on concerns about environmental impacts or visitor conflicts. (KS)

ED 342 596 RC 018 586

Stremba, Bob
A Wilderness and Community Building New Student Orientation Program.
PUB DATE- Oct 91
NOTE- 15p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Students; Higher Education; *Leadership Training; *Outdoor Activities; Outdoor Education; *School Orientation
IDENTIFIERS- *Backpacking; *University of Puget Sound WA

This paper describes a new student orientation program at the University of Puget Sound (Washington) that involves an outdoor adventure program. New students entering the University embark on a 3-day outdoor adventure program called "Passages," as part of their orientation experience during the week prior to the appended. (KR)

ED 342 617 SE 052 019

Groves, Fred H.
A Qualitative Study of Secondary Science Teachers in a Public School and a Conservative Christian School.
PUB DATE- 91
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; Creationism; Evolution; Interviews; *Public Schools; *Qualitative Research; *Religious Factors; Secondary Education; Secondary School Science; *Teacher Attitudes; *Teacher Background; Teacher Characteristics; Teaching Methods

This study incorporated classroom observations and taped interviews designed to reveal what each teacher believed about such matters as the nature of science and knowledge, the nature and purpose of education in general and science education in particular, and basic beliefs regarding God and purpose in life. Classroom practices of the subjects--two secondary science teachers from a conservative Christian school and three from a public school--were observed for 5 full days over a 3-week period. Information on the educational background of each teacher was also collected. Analysis of the data showed that the conservative Christian teachers held that all scientific knowledge must be in agreement with a literal interpretation of the Bible. The public school teachers presented an evolutionary view of origins, in contrast to the Christian school teachers' creationist views. Regarding classroom practice, both groups tended to teach science as a fixed, rather than developing field of knowledge, and both depended heavily on textbooks. (KR)

ED 342 618 SE 052 023

Wier, Elizabeth A.
Scientists and Elementary Teachers: Partners in Science Teaching.
PUB DATE- 91
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Elementary School Science; *Inservice Teacher Education; Journal Writing; Program Descriptions; Questionnaires; Science Education; *Science Teachers; *Scientists; *Teacher Attitudes; Workshops

The Science Alliance, a coalition of industry, business, and educational institutions, developed and sponsored a partnership project to help elementary teachers overcome obstacles to teaching quality science. The intent of the Teacher-Scientist Partnership Project was to bring together the scientific expertise of scientists with the classroom expertise of teachers to help both become more confident and skilled at teaching elementary science. Twenty interested 4th- to 6th-grade teachers in New Castle County (Delaware) received 6 hours

Geometry for Elementary School Children.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Processes; *Concept Formation; Elementary Education; Elementary School Mathematics; *Geometric Concepts; Learning Activities; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Perception; *Plane Geometry; Teaching Methods; *Visual Learning
IDENTIFIERS- *Intuition (Mathematics)

Geometry is a fundamental part of the mathematics foundation provided by elementary education. Children have an intuitive understanding of geometry that they draw on when dealing with geometric concepts in activities like drawing, playing hopscotch, defending their "half of the room," and playing sports. This book offers no instruction in drawing, measuring, or formal reasoning, but has the goal of giving students in elementary school an intuitive grasp of plane geometry. The book is written for teachers who have had little or no geometry instruction, as well as teachers who know geometry well. It is organized into 12 lessons, consisting of 3 parts: a definition of terms and illustrative examples; an identification exercise; and a "treasure hunt" in the students' immediate surroundings for the geometric figures studied in the lesson. In addition, there are three review exercises and one final comprehension exercise. The answers to all the exercises are provided at the back of the book. The lesson topics are: (1) Perpendicular and Parallel Lines; (2) Right, Acute, and Obtuse Angles; (3) Polygons; (4) Right Triangles; (5) Scalene, Isosceles, and Equilateral Triangles; (6) Quadrilaterals, Rectangles, and Squares; (7) Parallelograms, Rhombuses, and Trapezoids; (8) Pentagons, Hexagons, and Octagons; (9) Circles; (10) Chords, Segments, Sectors, and Semicircles; (11) Inscribed Polygons, Tangent Lines, and Circumscribed Polygons; and (12) Congruent Polygons, Diagonals, and Complex Figures. (MDH)

ED 342 636   SE 052 361

Kindfield, Ann C. H.
Understanding a Basic Biological Process: Expert and Novice Models of Meiosis.
PUB DATE- Apr 91
NOTE- 63p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Fontana, WI, April 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Cognitive Development; *Concept Formation; *Genetics; Higher Education; Interviews; *Misconceptions; Models; Science Education
IDENTIFIERS- *Expert Novice Paradigm

The results of a study of the meiosis models utilized by individuals at varying levels of expertise while reasoning about the process of meiosis are presented. Based on these results, the issues of sources of misconceptions/difficulties and the construction of a sound understanding of meiosis are discussed. Five individuals from each of three levels of expertise in genetics participated in this study. The expert group consisted of one university professor, two visiting direction of reform, the purposes of reform, and the targets of reform. The role of assessment in structural reform, control of testing, and equity issues in assessment are also discussed. Part 2 addresses the issue of science assessment and curriculum reform. Part 3 reviews some of the alternative modes of assessment being explored by researchers and practitioners in the United States and in Europe. Eleven examples from the field of science education, including elementary, secondary, and preservice teacher education, are appended. (KR)

ED 342 653 SE 052 574

Pagni, David, Ed.
CAMP-LA: Preservice Sampler Book, Grades K-8. Calculators and Mathematics Project.
SPONS. AGENCY- California State Univ., Fullerton.; Los Angeles Unified School District, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 147p.; For related documents, see SE 052 575-578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Algebra; Arithmetic; *Calculators; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Discovery Learning; Educational Technology; Elementary Education; *Elementary School Mathematics; Evaluation Methods; Functions (Mathematics); Geometry; Lesson Plans; Mathematical Enrichment; Mathematical Logic; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; Problem Solving; Teaching Methods; Units of Study
IDENTIFIERS- *Calculators and Mathematics Project CA; Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The Calculators and Mathematics Project, Los Angeles (CAMP-LA), funded by the National Science Foundation for developing use of technology in the classroom, developed curriculum materials focused solely on the use of calculators in three stages. The first stage studied the mathematics curricula from different states and identified topics that are not included but should be if every student had a calculator, topics treated in too much detail, and topics no longer appropriate. Based on this information, CAMP-LA compiled a prototype curriculum organized by grade level to be consistent with the "California Mathematic Framework" strands. The second stage developed lessons by classroom teachers to cover the topics. The lessons were divided into four levels: Grades K-2, Grades 3-4, Grades 5-6, and Grades 7-8. The third stage field tested these lessons in various parts of the country. This book is composed of lesson samples from books 1-4 in the series. The introduction gives an overview of CAMP-LA, information on how to use the lesson plans, a glossary of calculator terminology, special features of the calculator, calculator limitations, and a discussion of assessment approaches, with sample assessment items appearing at the end of the book. The remainder of the book is composed of 16 lessons from the four levels. Each lesson is broken down into three sections. The three sections are labeled: "Grade", including grade level, strand, skill required, and purpose; "Management", including class organization, time frame, materials needed, vocabulary, and prerequisite skills; and "Lesson" including suggestions for directed instruction, guided

This guide is intended for those who wish to investigate career possibilities and opportunities in science and technology. Sources providing descriptions of jobs and careers in these areas, and training and courses of study required, the potential job markets, and the rewards that are possible in choosing such a career are given. This Tracer Bullet updates and supersedes TB 86-10. Not meant to be a comprehensive bibliography, this compilation is designed--as the name of the series implies--to put the reader "on target." Included are: (1) subject headings used by the Library of Congress, under which books on career opportunities in science and technology can be located in most card, book, and online catalogs; (2) basic texts; (3) specialized titles; (4) related titles; (5) juvenile literature; (6) Washington/Baltimore metropolitan area job opportunities; (7) abstracting and indexing services that index relevant journal articles and other literature; (8) journals in which articles on careers and career planning can be found; (9) representative journal articles on careers and career planning; (10) selected materials available in the Science Reading Room pamphlet box collection; and (11) addresses of additional sources of information. (KR)

ED 342 671 SE 052 699

Unidentified Flying Objects (UFOs). LC Science Tracer Bullet.
PUB DATE- Sep 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Conference Proceedings; Periodicals; Publications; Reference Materials; Resource Materials; *Space Sciences
IDENTIFIERS- *Unidentified Flying Objects

This guide lists information sources dealing with unidentified flying objects (UFOs). Not meant to be a comprehensive bibliography, this compilation is designed--as the name of the series implies--to put the reader "on target." Included are: (1) subject headings used by the Library of Congress, under which publications on this subject can be located in most card, book, and online catalogs; (2) books; (3) encyclopedias, handbooks, dictionaries, and directories; (4) bibliographies; (5) conference proceedings; (6) government publications; (7) abstracting and indexing services that index relevant journal articles and other literature; (8) periodicals that contain articles about unidentified flying objects; (9) representative periodical articles; (10) selected materials available in the Science Reading Room pamphlet box collection; and (11) addresses of additional sources of information. (KR)

ED 342 672 SE 052 720

Yakimanskaya, I. S.
The Development of Spatial Thinking in Schoolchildren. Soviet Studies in Mathematics Education. Volume 3.
PUB DATE- 91
NOTE- 239p.; For volumes 1 and 2, see ED 318 632-633; for volumes 4-6, see SE 052 721-723. Originally published in 1980 by Pedagogika, Moscow as Razitie prostranstvennogo myshleniya shkol'nikov. Translated by Robert H. Silverman. Produced as part of the Survey of Applied Soviet Research in School Mathematics Education at the University of Chicago.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 342 689 SO 020 771

Brouse, Deborah E.; Wasserman, Pamela B.
For Earth's Sake: Lessons in Population and the Environment.
PUB DATE- Sep 89
NOTE- 68p.; The "World Population Data Sheet" poster is not included in ERIC copy.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Conservation (Environment); Curriculum Enrichment; Ecology; *Environmental Education; Futures (of Society); Intermediate Grades; Junior High Schools; Natural Resources; Physical Environment; *Population Education; *Population Growth; Population Trends; Social Biology; Social Change; Solid Wastes; Water Pollution

Intended to introduce young people to the remarkable interconnectedness of people and the environment, this middle school teaching kit is designed to give students an understanding of important population and environmental concepts while promoting a sense of individual responsibility for stewardship of the earth. The teaching modules in the kit touch on issues as immediate as traffic congestion and garbage disposal and as far-reaching as global warming and inequitable resource distribution. The activities are interdisciplinary, developing knowledge and skills applicable to science, mathematics, and social studies. While they are designed primarily for use in grades 6-8, many activities are appropriate for grades 9 and 10 as well. The contents of the kit include: (1) an introductory section called "Meeting the Population Challenge," that includes background information on population growth and its environmental impacts; (2) 17 hands-on activity modules that may be used individually or combined into a larger unit; (3) "Making a Difference," a list of 150 concrete suggestions of things individuals can do in their homes, schools, and communities toward a sustainable balance of population, resources, and environment; (4) "Population Education Resources," a comprehensive listing of further information sources related to population and the environment, including books, bulletins, software, films, and other teaching materials; and (5) "World Population Data Sheet," a wall chart, produced annually by the Population Reference Bureau, that provides demographic data for every country. (JB)

ED 342 690 SO 021 556

Challenges and Choices for the Law in the 21st Century. Proceedings of a Frostburg State University Seminar (Hagerstown, Maryland, October 9, 11, 16, 18, 1990).
SPONS. AGENCY- Maryland Humanities Council, Baltimore.
PUB DATE- 90
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Civil Disobedience; Civil Liberties; Constitutional Law; *Criminal Law; *Futures (of Society); Justice; Law Enforcement; Laws; *Privacy; *Sentencing; Social Problems
IDENTIFIERS- *Capital Punishment

A series of four speeches on law-related topics comprise this volume. The text of each speech along with comments of invited small groups can be asked to find and prepare materials for class presentation and discussion. In advanced courses, student ratings on standard proficiency guidelines may not rise rapidly, so evaluation of progress can be made more effective by contracting with students for specified improvements in performance. Evaluations should be frequent and non-threatening, approximately half formal and half informal. Further research and development of strategies for advanced conversation courses is needed. (MSE)

ED 342 255 FL 020 121

Coleman, Hywel
Large Classes in Nigeria. Project Report No. 6.
PUB DATE- 89
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Class Size; *College Second Language Programs; *English (Second Language); Foreign Countries; Higher Education; *Large Group Instruction; Questionnaires; Second Language Instruction; *Second Languages; Student Attitudes
IDENTIFIERS- *Nigeria

A study of large group language instruction in Nigeria draws on experiences of 33 teachers providing remedial English second language instruction in Nigerian universities. The report presents: teacher experiences and perceptions of class size (often over 100); a questionnaire used to investigate practices in and attitudes toward large classes; classroom techniques used; difficulties encountered; and perceptions of outcomes that could be achieved in more reasonably-sized classes. Many teachers felt they were teaching intolerably large classes, but some appeared to have adjusted to large class sizes to the point of considering them ideal. The most common difficulties found were in the areas of relationships with individual students, classroom control, and grading written work. A wide range of affective, interpersonal, and environmental problems was identified. The teachers said they would, in general, not use different methods with smaller classes, but felt they might be able to use them more thoroughly or more effectively. In comparison with large-group teachers studied in other areas, these teachers appeared to be: (1) teaching larger groups; (2) more tolerant of large class size; (3) more concerned with individual learner needs; and (4) less concerned about classroom control. Summaries of questionnaire responses are appended. (MSE)

ED 342 256 FL 020 123

Abu-Ali, Beth, Ed.; Bruch, Julie, Ed.
Kansas Working Papers in Linguistics. Volume 13.
PUB DATE- 88
NOTE- 210p.; For individual papers, see FL 020 124-137.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indian Languages; *Anthropological Linguistics; Body Language; Canada Natives; Contrastive Linguistics; Cultural Context; English (Second Language); Foreign Countries; Grammar; Japanese; Korean; *Language Research; Lexicology; Minority Groups; Norwegian; Pronouns; Pronunciation; Singhalese; *Sociolinguistics; Stress

students' goals, negotiating a program of work); and (2) making open learning work (the role of the tutor, monitoring, ways for open learning to work for beginning students, and hints on resources, environment, overcoming barriers, and selling the idea of open learning to men, young people, and more advanced students. Numerous illustrations supplement the narrative material. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 279 FL 800 447

Kissack, Tessie Saenz, Comp.; Clymer-Spradling, Carol, Ed.
Workplace Literacy Demonstration Project.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 90
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Competency Based Education; Curriculum Development; Demonstration Programs; Employee Assistance Programs; *English (Second Language); Functional Literacy; Holistic Approach; *Job Skills; *Literacy Education; Needs Assessment; *Second Language Learning; Student Placement; Student Recruitment; Task Analysis; Two Year Colleges
IDENTIFIERS- *El Paso Community College TX; Partnerships in Education; *Workplace Literacy

A model workplace literacy program is described that was designed to upgrade the basic skills of adult workers and developed by El Paso Community College in partnership with J&J Register Company, a Texas division of Philips Industries with approximately 300 workers. Pre-assessment results indicated that about 95 percent of the workers had limited English proficiency (LEP) and almost 5 percent were not literate in their primary language of Spanish. The project had three goals: (1) to develop specific job-related curricula for the workers; (2) to form an effective public-private partnership between the college and the company; and (3) to develop an operations manual suitable for dissemination to adult educators. The curriculum was based on current English-as-a-Second-Language theory that language is best acquired through holistic development of listening, speaking, reading, and writing. Instruction was developed based on a comprehensive needs assessment of the basic skills required at the worksite, including a task analysis that examined terminology, written materials, and oral communications. Classes were voluntary and limited to 80 workers who met 4 hours per week. This handbook contains information on the following topics: the Literacy Education Action program; advisory boards; recruitment and registration; assessments and placement; needs assessment and task analysis; curriculum development and methodology; evaluation; dissemination; and partnership extension. Eight appendixes provide the following items: sample agendas; a summary of answers from the first advisory board meeting; recruitment fact sheet and flyer; an LEA enrollment form; student demographic charts; sample lessons; proposal for continuation; and letters from participants to the company. Contains 6 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 280 FL 800 450

Title VI LSCA Library Literacy Program CFDA No. 84.167. Final

*Federal Legislation; Federal Programs; Hearings; Higher Education; Institutional Environment; Institutional Survival; *Minority Groups; Student Financial Aid
IDENTIFIERS- Congress 102nd; *Higher Education Act Title III; Louisiana

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear testimony from higher education professionals, students, and others in the state of Louisiana on Title III of the Act concerning minority access to higher education and support for historically black colleges. The opening witness was John Childers, Deputy Assistant Secretary for Higher Education Programs, who described Title III and other titles of the bill relating to educational access for black students. Other witnesses were the following: David Bell, student and President of the Southern University student government association; Charles Brown, student and president of the Xavier University Student Government Association; McArthur Clarke of Dillard University; Samuel Dubois Cook of Dillard University; Edward B. Fort, of the National Association for Equal Opportunity in Higher Education and chancellor of North Carolina A&T State University; Marcellus Grace of the Association of Minority Health Professions Schools; Lloyd Hackley of Fayetteville State University; William Moore of Southern University; Joe Page of Grambling State University; Earl Roberson of Carver State Technical College; Myer L. Titus of United Negro College Fund; and Barbara Tucker-Blair of Tuskegee University. The witnesses' prepared statements are included. (JB)

ED 342 298   HE 025 269

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Houston, Texas. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Houston, TX, July 22, 1991).
PUB DATE- 92
NOTE- 503p.; Serial No. 102-76. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Black Colleges; Black Education; College Students; Community Colleges; Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; *Government Role; Hearings; Higher Education; Hispanic Americans; Institutional Environment; Institutional Survival; *Minority Groups; State Federal Aid; Student Financial Aid
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; Higher Education Act Title III; Higher Education Act Title IV; *Texas

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear testimony from higher education administrators in the state of Texas on Titles III and IV of the Act which concern minority access to higher education and support for historically black colleges and universities. Included in the testimony were such aspects of these Titles as federal regulation of aid to proprietary schools, student loan programs, and educating the work force. The witnesses included Comer Alden of The San Antonio College of Medical and Dental Assistants; Adolfo R. Barrera of Southwest Texas State University; Julius W. Becton of Prairie View A&M University; Dee Bednar of the Texas State

Aigner, Jean S.; And Others
Internationalizing the University: Making It Work.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrative Change; Centralization; Change Strategies; College Faculty; Colleges; *Cooperative Planning; Curriculum Development; Foreign Students; Higher Education; *International Education; International Educational Exchange; *Organizational Change; Public Service; *Universities
IDENTIFIERS- *Internationalism

This paper presents an agenda for "internationalizing" the university and discusses the operationalization of such an endeavor through efforts in the following areas: administration; faculty and curriculum; foreign study and international exchanges; foreign students and scholars; technical cooperation and international development; and public service. Each area is detailed in terms of actions necessary to internationalize the university as well as the inherent difficulties that each action possesses. Success in "internationalizing" efforts is seen to depend on service, coordination, cooperation, and small-scale change, and the reasons for each are discussed. Finally, examples are provided of methods various universities have used to handle internationalization of their campuses, including the strategies employed; the organizational structures that were developed; and innovative plans and recommendations involving curriculum, faculty, study abroad, and exchange efforts. Contains a 20-item bibliography. (GLR)

ED 342 317 HE 025 288

Ory, John C.; Bunda, Mary Anne
There Are Peer Evaluations and There Are Peer Evaluations.
PUB DATE- Oct 91
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (Chicago, IL, October 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Collegiality; Documentation; Evaluation Methods; Higher Education; *Job Performance; *Peer Evaluation; Peer Influence; *Personnel Evaluation; *Portfolios (Background Materials); *Teacher Evaluation

This paper discusses the reliability of college faculty peer evaluations. Three evaluation methods are compared: observation; impressionistic; and documentation review. The quality of information provided by each method is examined based on five areas: the purpose of the data being collected; what is being measured; who is responsible for doing the peer evaluation; when the evaluation is conducted; and how the evaluation is conducted. It is noted that evaluation problems still exist, such as judges who lack sufficient knowledge in the candidate's field, too few judges, close collegial relationship, adversarial relationships, lack of anonymity of the judges, and the overall problems inherent in a system that requirement; the more frequent use of the word "communication" rather than "speech" in the department's title; and a slight increase in the number of faculty of diverse racial background teaching at small colleges. Included are 2 appendixes containing an extensive series of tables, and 13 references. (JB)

ED 342 336 HE 025 310

Kroe, Elaine
Basic Student Charges at Postsecondary Institutions: Academic Year 1990-91. Tuition and Required Fees and Room and Board Charges At 4-Year, 2-Year, and Public Less-than-2-Year Institutions. Statistical Analysis Report.
PUB DATE- Feb 92
NOTE- 163p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Colleges; Community Colleges; *Fees; Higher Education; Instructional Student Costs; Noninstructional Student Costs; Postsecondary Education; Private Colleges; Public Colleges; *Tuition; *Two Year Colleges; *Vocational Schools

This report contains a comprehensive listing of basic student charges for academic year 1990-91 at over 4,700 4-year, 2-year, and public less-than-2-year postsecondary institutions. Typical tuition and required fees are provided for in-state and out-of-state students at the undergraduate and graduate levels, along with the costs for room and board, and the number of meals per week covered by the board charge. Tables give summary national statistics on tuition and required fees for the academic year 1990-91 at postsecondary institutions. Data are also presented on tuition and required fees and room and board charges at individual institutions. These listings are divided into three sections: (1) 4-year institutions (offering a bachelor's degree or higher); (2) 2-year institutions (offering a postsecondary award of at least 2 but less than 4 academic years; and (3) public less-than-2-year institutions (offering a postsecondary award of less than 2 academic years). Schools are listed alphabetically by state within each section. Listings for schools in outlying areas, such as Puerto Rico, follow the state listings. At the beginning of each state listing are state averages for the various charges. A glossary presents definitions for 15 key terms. (JB)

ED 342 337 HE 025 311

Newman, Ian M.; Crawford, Janet K.
College Drinking Games and Observed Consequences.
PUB DATE- 15 Mar 91
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (Charleston, SC, March 15, 1991). For related document, see HE 025 312.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *College Students; *Drinking; *Games; Higher Education; Interpersonal Competence; Interpersonal Relationship; Sex Differences; Social Behavior; Social Characteristics; Social Differences; Social Influences; Student Attitudes

teachers, to the institutional setting, and to the system; (2) the expected outcome of turning out high school graduates who have lived in a microcomputer-saturated environment for four years; (3) the overall lessons of this experience; (4) issues related to extending the saturation level of microcomputers in school laboratories and classrooms; (5) the limitations of shared computers; and (6) the need for an evaluation of instructional technology. The report concludes with an analogy between technology and business in which both people and the environment are enhanced and supported. (CGD)

ED 342 356 IR 013 611

Duby, Aliza
Exploratory Study for the Formative Evaluation of the ETV Programme "Ziki Zikombot." Executive Report.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Analysis; Childrens Television; Early Childhood Education; *Educational Television; Foreign Countries; *Formative Evaluation; Hypothesis Testing; Instructional Effectiveness; Pilot Projects; Primary Education; Production Techniques; *Programing (Broadcast); Robotics; *Science Instruction; Tape Recordings; Visual Aids; Young Children
IDENTIFIERS- Entertainment

This document describes an exploratory study done with the purpose of finalizing a formative evaluation instrument for an educational television pilot program for the series "Ziki Zikombot," which is designed to teach basic scientific concepts to children 3- to 7-years-old. For the purposes of the study, it was hypothesized that the more attractive, comprehensible, and acceptable the pilot program, the greater the potential effectiveness of the television series. Data on the viewing behaviors and reactions of four groups of nursery and primary school children were collected via observation during viewing and post-viewing discussions of the program. The findings of the study are tabulated in a series of five tables by age group, and the following findings and conclusions are discussed: (1) the program is attractive and entertaining to children; (2) it would be more effective for both teaching and entertaining to narrow the target audience to one age group, either three to five, or five to seven, years old; (3) the producer should have contact with his target audience in order to obtain feedback; (4) learning can be enhanced by intentionally identifying concepts and deliberately repeating them using visuals and sounds; (5) program side issues and concepts should be examined and assessed by experts for the specific age groups involved; (6) formative evaluation should be carried out for both the contents and the script; and (7) attention should be drawn to the structure of this research. An executive report on the project and a verbatim transcription of a tape of discussions with the children are included. (CGD)

ED 342 357 IR 013 792

Brown, John Seely; And Others
Situated Cognition and the Culture of Learning. Technical Report.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Dec 88

(141)
DESCRIPTORS- Distance Education; Educational Technology; Elementary Secondary Education; Higher Education; *Regional Cooperation; School Business Relationship; *Statewide Planning; *Telecommunications; Telephone Communications Industry
IDENTIFIERS- *Western Cooperative for Educ Telecommunications

This report summarizes the status of major educational telecommunications systems and plans in 16 western states as of early 1991. The information contained in this report was obtained from members of the Western Cooperative for Educational Telecommunications, a membership organization working to strengthen the efficiency, impact, and quality of educational telecommunications systems and programs. Most of the current 150 members are institutions of higher education, but the Western Cooperative also involves public school agencies and districts, state telecommunications agencies, public broadcasting systems, libraries, and private firms. The information presented herein is intended to be useful for the compilation of planning approaches, the inventory of existing resources and expertise, and the identification of possibilities for regional cooperation. The first of three sections for each of the states provides an update on the status of planning and/or coordination of state systems for educational telecommunications. The second section highlights some of the major institutional networks and activities designed to extend off-campus access to education. Also reported in this section are programs targeted at elementary and secondary students and teachers. Section 3 includes the name of the state-elected representative to the Western Cooperative's Steering Committee. The 16 member states of the Western Cooperative are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Minnesota, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. (DB)

ED 342 376 IR 015 409

Sherron, Gene T.
An Information Technology Manager's Guide to Campus Phone Operations.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campuses; Higher Education; *Information Management; *Information Technology; Planning; Telecommunications; *Telephone Communications Systems

Written for the information technology manager who is about to enter the telephone communications system business, this paper takes a "primer" approach, outlining the major issues in telecommunications which face all higher education campuses today. An introduction which places the issues into perspective is followed by a quick look at the history of deregulation and the effects of divestiture. The basic components of the telephone business are then described, i.e., switch options, financing considerations, management systems, telephones, Integral Services Digital Network (ISDN), and wiring. Finally, some of the management issues of a telecommunications organization are considered. Information is drawn from publications listed in the 34-item bibliography, experiences at Florida State University, and a 1988 survey of 22 universities.

(8) "The Functioning of the Lenin State Library of the USSR Information System on Culture and Arts" (T. I. Lapteva); (9) "Developments in Imaging Technology for Arts Information" (Merrill Wadsworth Smith and Patrick A. Purcell, USA); and (10) "Art Libraries in Cooperation: The Art and Architecture Program Committee of the Research Libraries Group" (Jeannette Dixon, USA). (MAB)

ED 342 396 IR 053 915

IFLA General Conference, 1991. Division of Serving the General Public: Section of Public Libraries; Section of Children's Libraries; Section on School Libraries; Section of Libraries Serving Disadvantaged Persons; Section of Libraries for the Blind; Section of Library Services to Multicultural Populations; ROTNAC (RT); Mobile Libraries (RT). Booklet 3.
PUB DATE- Aug 91
NOTE- 65p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Libraries; Cultural Pluralism; Disadvantaged; Federal Government; Foreign Countries; *Government Libraries; Hearing Impairments; *Illiteracy; International Organizations; *Library Services; *Public Libraries; Rural Areas; School Libraries; Visual Impairments
IDENTIFIERS- International Federation of Library Associations

The 17 papers in this booklet were presented at meetings of 7 sections within the Division of Serving the General Public: (1) "Overcoming Illiteracy and Public Library Social Functions Development" (Slava Matlina, USSR); (2) "Impact of Economic and Political Change upon Public Library Services" (E. S. Ponomaryova, USSR); (3) "The Public Library and Political Change" (Arthur Curley, USA); (4) "The Impact of Political and Economic Changes upon Public Libraries in Czechoslovakia" (Peter Klinec, CSSR); (5) "Children's Reading, the Children's Library in the Culture of Society" (Yu. Prosalkova, USSR); (6) "Cultural Heritage through Literature" (G. L. Tsesarskaja, USSR); (7) "Guidelines for Library Services to Deaf People: Development and Interpretation" (John Michael Day, USA); (8) "Library Service for Multicultural Groups in Dutch Prisons" (Frances E. Kaiser); (9) "Soviet Book Lovers for Disadvantaged Persons" (Sergei Shuvalov); (10) "Library Servicing of the Blind in the USSR" (A. D. Makeyeva); (11) "Assisting Library and Bibliographic Services to the Blind and Vision Impaired" (K. B. Imanova, USSR); (12) "Library Services for the Blind in Lithuania" (Jadvyga Kuoliene, Lithuania); (13) "'Kussaq' (Non-Native) Thoughts on Native Libraries" (Gordon Hills, USA); (14) "Library Service for the Sami Population" (Anneli Ayras, Finland); (15) "Library Service for the USSR Multinational Population" (I. K. Nazmutdinov); (16) "The Main Activities of the Central Collector for Research Libraries" (A. P. Kuznetsov, USSR); and (17) "Mobile Library Services for the Nations of the USSR Extreme North" (G. V. Maksimova and E. V. Nebogaticova). (MAB)

ED 342 397 IR 053 916

IFLA General Conference, 1991. Division of Bibliographic Control: Open Forum of Division of Bibliographic Control; Section of following appendices: (1) Interlibrary Loan Policy, Arthur Lakes Library, Colorado School of Mines; (2) Rules for the Administration of the Colorado Library Network--Payment for Lending Program; (3) BCR Interlibrary Loan Code; and (4) a report from the CARL User's Group ILL Task Force. (26 references) (Author/MAB)

ED 342 414 IR 053 937

Van Fleet, Connie; And Others
Libraries: Louisiana's Information Infrastructure.
PUB DATE- 91
NOTE- 302p.; Background report prepared for the State Library of Louisiana in preparation for the 1991 White House Conference on Library and Information Services.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Data Collection; *Demography; *Economic Status; Elementary Secondary Education; Higher Education; Human Resources; Learning Resources Centers; Library Personnel; *Library Services; Postsecondary Education; Public Libraries; *Regional Characteristics; Special Libraries; State Surveys
IDENTIFIERS- *Louisiana; White House Conference Library Info Services

This report begins with a brief overview of the types of libraries included in Louisiana's library infrastructure and a summary of the problems faced by these libraries. The major part of the report is made up of two-page profiles of each of the state's 64 parishes. Each profile contains a locational map; an economic summary; data on academic libraries; community college and vocational-technological school libraries; public libraries; schools and their library resources; special libraries; and parish totals for libraries other than school libraries. Additional notes are also included. Summaries of the Louisiana library profile and economic demographic profile are then presented in tabular format, followed by analyses of various facets of the state's human resource capacity, technological resource capacity, and educational resource capacity. Each analysis provides a map showing the state's ranking within the United States in 1986 and a brief statement of the impact of this factor, and graphs display further breakdowns of these data for seven of the 14 factors studied. Five recommendations for the improvement of Louisiana's library and information services conclude the report. (25 references) (MAB)

ED 342 415 IR 053 938

Merrill-Oldham, Jan; And Others
Preservation Program Models: A Study Project and Report.
SPONS. AGENCY- Wilson (H. W.) Foundation, New York, N. Y.
PUB DATE- 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Collections; Library Materials; Library Personnel; Library Role; Models; *Preservation; Program Development; Records Management; *Research Libraries

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - General (130),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Human Resources; Leadership; *National Organizations; National Surveys; *Organizational Objectives; *Professional Associations; Professional Development; Program Descriptions; Questionnaires; Two Year Colleges

This analysis of national leadership and service organizations (NL/SO's) lists and describes 26 NL/SO's that provide professional development, networking, and advancement opportunities for the nation's community colleges. Part 1 provides introductory comments on the external forces affecting community colleges, and the internal and external resources supporting NL/SO's. This section also presents information on a survey of 139 community colleges regarding the NL/SO's with which they were affiliated. The survey revealed that nine different organizations were affiliated with at least 27 colleges (40% of those responding), and that the American Association of Community and Junior Colleges (AACJC), the Association of Community College Trustees (ACCT), the League for Innovation in the Community College, and the National Institute for Staff and Organizational Development (NISOD) were mentioned by 54% of the respondents. Part 2 contains a guide to mission, programs, and activities of the 26 NL/SO's serving associate-degree colleges. AACJC, ACCT, the League for Innovation in the Community College, NISOD, and the Phi Theta Kappa Society are described first, followed by descriptions of six organizations that serve both two- and four-year institutions. This section concludes with brief descriptions of other NL/SO's with defined constituencies, an international focus, a focus on staff and institutional development, or that are based at universities. Part 3 describes the benefits of NL/SO's, provides guidelines for their use in human resource development, and offers conclusions and recommendations. Appendixes include descriptions of AACJC-affiliated councils and university-based higher education programs, survey instruments, and a list of respondents. (JMC)

ED 342 432 JC 920 087

Melling, Geoffrey; And Others
Opportunity with Excellence: The American Community College.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; *Access to Education; Adult Education; *College Role; *Community Colleges; *Comparative Education; *Educational Change; *Educational Quality; Institutional Characteristics; Postsecondary Education; Remedial Programs; School Business Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *Great Britain

This report presents the impressions of three British further education specialists about American community colleges, articles by two American educators, and insights on the applicability of features of U.S. community colleges to Great Britain. First, "Community Colleges and Post-Secondary Education in the U.S.A.," by Geoffrey Melling, provides an overview of American higher education, discussing features distinguishing American and British higher education; the comprehensive community college define and discuss the mission and role of student development. Each intern is required to file a report of areas and initiatives that he/she feels are crucial to the host college's student development needs. Part III of the contract allows for student input to formulate and change policy as related to the collaboration between colleges of study and practicum field sites. This part of the contract provides the input needed to improve the cooperative structure between assigning colleges and accepting field sites. (JMC)

ED 342 449 JC 920 131

Santa Rita, Emilio
The Freshman Experience and the Role of Student Assistants.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Admission; *College Attendance; Community Colleges; *Mentors; *No Shows; *School Holding Power; *School Orientation; School Registration; Student Attitudes; Student Attrition; Two Year Colleges

The Student Assistants' Program (SAP) was implemented at Bronx Community College (BCC) (New York) to reduce attrition between admission and the first day of classes. The principal objective of the program is to train presently enrolled students to provide individual assistance to entering freshmen. These student assistants help new students with registration and orientation through small-group meetings. To evaluate the SAP, students attending orientation sessions in 1990 (N=770) and 1991 (N=1,440) were surveyed about the quality of the orientation and its relevance to their needs. In addition, student assistants were surveyed about their impressions of the orientation meeting, training session, and their performance as orientation leaders; 80% of the student assistants responded. Finally, a questionnaire was sent to all 300 new students who did not complete the fall registration process. Major study findings included the following: (1) on a six-point scale, the overall quality of the orientation meeting was given a 4.75 rating, while the preparation and organization of the student assistant received a 5.18 rating; (2) student assistants gave the highest ratings to the overall quality of the SAP (4.77) and the appropriateness of resources received (4.68) and the lowest ratings to the value of the filmstrip (4.22) and the value of the program to students (4.43); (3) new students who attended the orientation meetings had a no-show rate of 2.3%, while those who did not attend the meeting had a no-show rate of 27.4%; and (4) of students who applied to but did not register at BCC, 41% indicated that they would be attending another school and 32% cited financial reasons for not attending college at this time. This and previous studies confirmed that successful new student orientation programs incorporate personal concern for individual students and small group settings ease students' transition into college. (JMC)

ED 342 450 JC 920 132

Preparing Michigan Students for the Jobs of Tomorrow: The Report of the Tech Prep Task Force.
PUB DATE- May 91
NOTE- 73p.
LANGUAGE- English

Program Descriptions; *School Community Relationship; State Legislation; *State Programs
IDENTIFIERS- Alabama; California; Florida; Minnesota

This document describes four states' approaches to increasing the involvement of families in schools. It discusses the strategies used by the states to: (1) enhance teachers' capacity to work with families; (2) encourage local school districts to develop family involvement programs; (3) encourage efforts that use family involvement as a component of school improvement; (4) make family involvement a component of high quality education; and (5) encourage families to make decisions that affect the quality of education programs. For the state of Alabama, a state parent involvement plan, a performance-based school accreditation system, community education programs, and local parent involvement initiatives are discussed. California's state policy which endorses six different types of parent involvement is described, and the activities undertaken to implement the policy are explained. Local parent involvement programs are also considered. Florida's legal framework for ensuring family participation in schools, and several state strategies and initiatives to promote family involvement, are examined. Minnesota's attempts at school reform, educational options, community education programs, parent involvement legislation, and local parent advocacy efforts are described. A 13-item reference list is included. A state contact is provided for each state. (BC)

ED 342 468 PS 020 305

Louis, Barbara; And Others
Identification of Minority Inner-City Gifted Preschool Children.
PUB DATE- Jun 91
NOTE- 18p.; Paper presented at the ACYF Research Conference (Crystal City, VA, June 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Check Lists; Comparative Analysis; Day Care Centers; Early Childhood Education; *Gifted; *Inner City; *Minority Group Children; Poverty Areas; *Preschool Children; *Screening Tests; Tables (Data); Test Validity; Urban Youth
IDENTIFIERS- *New Jersey (Newark)

A total of 948 minority children of 2-5 years of age from inner-city areas of Newark, New Jersey participated in a study that aimed to identify gifted preschool children. The study was designed to develop and validate a screening instrument and establish an enrichment program that would nurture the unique abilities of the gifted children. The screening device consisted of six age-specific forms, each with 12-18 items that required the child to perform certain cognitive tasks. The screening took approximately 15 minutes to administer. In order to evaluate the effectiveness and validity of the screening tool, 355 of the children also received a full assessment battery. These children were grouped in a way that allowed for a comparison of groups selected by the screening tool, teacher nomination, and chance. Five percent of the children were identified as gifted, compared to the 0.4 percent who, at that time, were identified as gifted by the Newark school system upon their entrance to first grade. The results indicated several points, including the following: (1) there are gifted children in economically deprived areas; (2) gifted children in inner-city populations are seriously underidentified;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; *Child Development; Childhood Needs; *Class Organization; Classroom Environment; Cognitive Development; Computer Assisted Instruction; *Creative Teaching; Curriculum Guides; *Early Childhood Education; Emotional Development; *Learning Activities; *Learning Centers (Classroom); Mainstreaming; Parent Participation; Physical Development; Social Development; Teacher Role; Teaching Methods; Young Children
IDENTIFIERS- *Developmentally Appropriate Programs
This teaching guide provides teachers of young children with a philosophy and guidelines for teaching that address children's social, emotional, cognitive, and physical development. The guide describes a curriculum that offers teachers guidance, support, and freedom to be creative and responsive with children, and provides children, including disabled children, with a carefully organized and rich environment. Topics discussed in Part 1 of the guide are: (1) the philosophy of the creative curriculum; (2) goals and objectives of children's development; (3) the physical environment of the classroom; (4) methods for meeting the needs of individual children; (5) schedule and routines; (6) the organization of children's learning; and (7) parents' role in the creative curriculum. Part 2 describes in detail what and how children learn, and the teacher's role in supporting children's development by means of the following interest areas: blocks, house corner, table toys, art, sand and water, library, music and movement, cooking, computers, and outdoors. Appendices include a child development and learning checklist, and a list of 80 resources for further reading. (BC)

ED 342 488 PS 020 350

Lewis, Marie
Gender Equity: The State of Play in Early Childhood Services.
PUB DATE- Sep 91
NOTE- 19p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care Centers; *Equal Education; Foreign Countries; Parent Attitudes; Parent Role; Peer Relationship; *Play; Preschool Children; *Preschool Education; Qualitative Research; Questionnaires; *Sex Bias; Sex Role; *Sex Stereotypes; Sexual Identity; Socialization; *Student Behavior; Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Australia (Sydney); Social Learning Theory
In a study of gender equity issues in early childhood services, questionnaires were sent to staff and parents associated with five early childhood services in Sydney, New South Wales, Australia. Data were also obtained from observations of interactions between 3- to 5-year-olds and regular staff in the services. Other areas examined in the study were the activity and peer preferences of the children; the level of sex-stereotyped play in the services; and the degree to which there was a match between awareness, perceived behavior, and what was actually occurring. Data indicated that sex-role stereotypes are significant features of children's behavior in some early childhood settings and that these stereotypes are often unconsciously supported by the adults in these settings. A literature review covers materials concerning the development

This finding and previous research that indicates negative consequences of inappropriate curricula suggest that developmentally inappropriate instructional practices are not only potentially damaging to young children's psychological well-being, but that they are also ineffective in promoting achievement in kindergarten children. Appended are 11 references. (Author/GLR)

ED 342 507 PS 020 390

Quality Child Care--An Investment for the Future. A Special Report of the Montgomery County Commission on Child Care.
PUB DATE- 22 May 91
NOTE- 26p.; The survey of family day care providers was undertaken by the Life Cycle Institute of the Catholic University of America, Washington, DC.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; *Educational Quality; Employed Parents; Fringe Benefits; Income; Information Dissemination; Labor Turnover; Local Government; Mothers; Needs Assessment; Outreach Programs; Public Agencies; *Salaries; Surveys; *Young Children
IDENTIFIERS- *Maryland (Montgomery County)

Recommendations for action based on survey data, review and analysis of the literature, and personal experience are presented in this report from the Montgomery County (Maryland) Commission on Child Care. The report notes the community's concerns regarding the need for high quality early childhood programs and cites the linkages between wages, benefits, and turnover and the quality of care. Data from a county survey (with a 52% response rate) show that in 1990, the average child care worker earned about $15,000 annually and that the annual turnover rate for child care center staff was 34 percent. About 75 percent of senior staff had paid vacation and sick days. Only 7 percent had fully paid health insurance, while 67 percent had partially paid health insurance. Fewer than 25 percent had paid pension plans. The report recommends: (1) reimbursement rates that accurately reflect the cost of care paid by families in the county and advocacy for state-funded subsidy programs; (2) the development by a county office or agency of a consumer education program to stimulate parents to become involved in attaining high quality child care; (3) expansion of county activities that disseminate information to employers and bring employers together in joint efforts to address mutual child care concerns; and (4) the provision of materials for providers to use to educate parents about the importance of high quality care. Contains 8 references. (LB)

ED 342 508 PS 020 391

Jewett, Janet
Effective Strategies for School-Based Early Childhood Centers. The Northwest Regional Educational Laboratory Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

increasing numbers of at-risk students in Iowa schools. Once AEA 14 received the sparsity funding, a search for full time consultants began. However, the director of special education believed the best consultants were teachers. Six of the seven teachers serving on the committee were hired to provide consultant services outside of classroom time. It is presently the only "teacher as consultant" model in the state of Iowa. This model demonstrates that it is teachers who are best equipped to evaluate, communicate, and facilitate teacher change. (LP)

ED 342 525 RC 018 477

Jensen, Mary Cihak; Bernhardt, Victoria L.
Recruiting and Supporting Special Education Trainees for Rural, Isolated Communities.
PUB DATE- 20 Mar 91
NOTE- 6p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Educational Needs; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Nontraditional Education; Program Development; Program Implementation; *Rural Areas; *Special Education Teachers; Student Recruitment; *Teacher Interns; *Teacher Recruitment; *Teacher Shortage
IDENTIFIERS- California

To address the shortage of special education teachers, California State University (CSU), Chico in collaboration with rural, isolated school districts in CSU's service area, designed a two-year, on-the-job training program that recruited, prepared, and supported new special education teachers. Candidates, selected collaboratively by the University and the school district, were recruited from among regular class teachers, teacher education students, re-entry educators, and current part-time substitute teachers. The 20 selected candidates received a modest stipend to defray the costs of commuting, fees, and texts. Training was available at regional sites via interactive instructional television and in an intensive campus summer session. A support system was developed by the district and University staff members to increase communication and provide supervision for the interns who were located in isolated, rural areas. In addition, each candidate was assigned a fully credentialed special education teacher to offer peer support. A survey comparing interns with students in the regular special education program at the University indicates that interns had many years of teaching experience and a strong support structure as a major incentive for involvement. The students in the regular, non-intern program believe a support system would be beneficial in their training. A longitudinal study is in progress to follow both interns and regular students to assess effectiveness and differences of programs. (LP)

ED 342 526 RC 018 478

Higbee, Paul S.
How Rural Schools Can Build Alliances for At-Risk Youth.
PUB DATE- 20 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium

The students reported they were in special education for altruistic motives. They viewed suburban locations for teaching as the most desirable from a social, economic, and educational support perspective. Only 20 percent of students who grew up in rural areas were likely to return to rural areas to teach. Most beginning teachers are drawn to school districts that care for their students, have a high level of parental involvement, and a committtment of educational resources. These districts should have few problems in recruiting special education teachers, no matter where they are located. However, 60 percent of the total sample desired suburban placements and 23 percent desired rural placements. Socialization seems to be a major issue in preference, while salaries do not seem to be important except for those wanting to teach in an urban setting. Statistical analyses of the student questionnaire were presented in tables. The appendices include graphs illustrating the degree of interaction between student perceptions and type of environment. The student questionnaire is also included. (LP)

ED 342 543 RC 018 495

Beard, John; And Others
State Directors of Special Education Transition Programs: State Definitions, and Real and Ideal Teacher Competencies.
PUB DATE- 19 Mar 91
NOTE- 19p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Disabilities; *Elementary Secondary Education; Program Development; Program Effectiveness; Rural Education; *Special Education; *Special Education Teachers; *State Departments of Education; State Surveys; Student Needs; Teacher Effectiveness; *Transitional Programs

This study surveys states' mandates, definitions, and components of transition programs that assist disabled students in successfully moving to the community environment. Among the 60 state-level directors of special education surveyed, 34 state and 4 territorial directors responded to the questionnaire comprised of 8 questions, and nominated 230 exemplary transition programs for further study. Most respondents reported that at least half of their school districts had transition programs. When asked about rural districts specifically, more than half of the respondents reported that only 30 percent of rural districts had transition programs. The most identifiable components of a transition program included: (1) interagency cooperative planning; (2) community integration; (3) on-the-job training; (4) vocational rehabilitation counseling; and (5) parental involvement. Although the type of client varied, the educable mentally handicapped were the most likely clients in transition programs. Many desired competencies for special educators working in transition programs were not usually required. These desired competencies should be integrated into training programs. All students in special education classes need access to transition programs. Even when there are transition programs, teachers are not fully competent to conduct appropriate transition activities without further training. Tables presenting results of the survey are included. The appendix includes the questionnaire sent to the program relevant themes, individual instruction, and computer assisted instruction. LSO is a standardized curriculum involving lectures, discussions, field trips, role-plays, films, and guest speakers. LSO focuses on preparing students for the world of work and dealing with sexual development, feelings, and behavior. Under the School Year Support component of the program, each participant is assigned an advocate who telephones and meets with the participant at least twice a month. Test results show that students in the 23 STEP sites that began operation in 1990 significantly boosted academic competence during their first summer in STEP. (KS)

ED 342 561 RC 018 513

Mason, Marquerite M.; Mason, Walter Bruce
Project S.C.A.M.P. (Science, Computer, and Mathematics Professions): A Young Scholars Program for Academically Talented Rural Youth.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 18 Mar 91
NOTE- 11p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; *Computer Assisted Instruction; Computer Networks; *Curriculum Enrichment; Junior High Schools; *Junior High School Students; Mathematical Models; *Mathematics; Pretests Posttests; Professional Occupations; Program Effectiveness; Program Implementation; Rural Youth; *Sciences
IDENTIFIERS- *University of Virginia

Project S.C.A.M.P. (Science, Computer and Mathematics Professions) is a year-long program designed to encourage the mathematical and scientific talents and interests of rural gifted junior high school students. Students participated in a 3-week residential summer camp at the University of Virginia and completed computer-based classes in geometry and mathematical modeling. Professionals from different scientific disciplines gave demonstrations and discussed their careers and the academic preparation necessary for their positions. Field trips were scheduled to allow the students to interact with and observe scientists in their work places. As a year-long project, each student created a computer simulation for a scientific topic with the help of a university mentor. Follow-up activities encouraged students to share their knowledge with teachers and peers through demonstration of their projects. Between formal meetings, students communicated with one another, the camp staff, and mentors through Virginia PEN (Public Education Network), a computer network. Three Saturday meetings were planned throughout the year to maintain interest of students and support of parents. A pretest and posttest were administered and results indicated an improvement in participants' geometric knowledge. This model appears to alleviate problems such as isolation, unchallenging curriculum, and a lack of resources experienced by academically talented rural students. (LP)

ED 342 562 RC 018 515

Gold, Veronica E.; And Others
Intervention Assistance Teams in Rural Ohio Schools.

peers, and community-based programming. Continuing education units were granted for all workshops and academic credit could be earned for most workshops of 2 days or longer. Preservice and inservice teachers could earn additional academic credit through weekend and intersession courses. A resource library afforded teachers the opportunity to borrow resource materials and evaluation instruments related to autism. The project staff determined whether a child was eligible for on-site consultation services by reviewing the referral documentation. Once eligibility was determined, an area consultant observed the child in several settings and made written recommendations for services. Project staff were occasionally asked to provide consultation services regarding general programs for students with autism. Approximately 93 percent of staff receiving consultation services during the 1988-1989 school year reported full or partial resolution of their concerns. In addition, workshop participants reported increased feelings of competency in serving students with autism. (LP)

ED 342 579 RC 018 532

Egan, M. Winston; And Others
Effective Television Teaching: Perceptions of Those Who Count Most...Distance Learners.
PUB DATE- 17 Mar 91
NOTE- 17p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Distance Education; *Graduate Students; Higher Education; *Instructional Effectiveness; *Interactive Video; Program Evaluation; Rural Areas; Special Education; Student Attitudes; Teacher Education; *Telecourses; *Television Teachers
IDENTIFIERS- *University of Utah; Utah

This study evaluated the effectiveness of the Utah Education Network, a closed circuit television delivery system used by the University of Utah in providing preservice education in rural regions. The audience of the system was graduate special education students. Interactive telecourses, video recordings, and instructors were involved. Two groups were formed from 11 individuals who had experienced different types of televised learning. Data were gathered through focus-group interviews and a video and audiotape record was made of each interview. Participants indicated that instructors who were well prepared and organized through the use of syllabi and study guides contributed to effective television instruction. Presentation skills were identified as important variables for effective learning. Student learning groups formed during telecourses were conducive to learning by providing support for the participants. It was important to the participants that they receive timely feedback about their progress through the instructor or the on-site facilitator. Skilled facilitators should know the course content well and communicate frequently with on-campus instructors. The critical variables that contribute to successful learning through television need to be recognized by people involved in the development and production of instructional programs. A table providing the demographic information of participants is included. (LP)

ED 342 580 RC 018 533

beginning of the fall semester. The class of approximately 700 students is divided in half. While one group is on Passages, the other group remains on campus engaged in academic advising, registration and a 2-day seminar on writing, reading, and critical thinking called "Prelude." At the mid-point the groups switch. Goals for Passages focus on community building, providing transition from high school to college, and orienting students to the Pacific Northwest outdoor environment. Students can choose between a small group backpacking trip or a base camp experience. Passages leaders are current University of Puget Sound students who receive extensive leadership training over a 3-month period. Students in the program show decreases in a number of psychological symptoms. Participating students show increases in personal, academic, and total self-efficacy from pretest to posttest. This paper contains extensive appendices: (1) Appendix A contains a Passages 3-day schedule; (2) Appendix B provides suggestions for group discussions to be used by group leaders; (3) Appendix C is a backpacking leader pre-training questionnaire used to determine training needs; and (4) Appendix D lists backpacking leader competencies. (KS)

ED 342 597 SE 050 387

Environmental Education. University Level. 10 Years Development; Recommendations. Denmark, Finland, Iceland, Norway, Sweden.
PUB DATE- 87
NOTE- 54p.; For a related document, see SE 050 388.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Environmental Education; *Foreign Countries; Hazardous Materials; Higher Education; *Natural Resources; Research; *Science and Society; Teaching Methods; *Universities
IDENTIFIERS- *Scandinavia

The Nordic countries have worked together over the last decade to enhance the efforts of environmental educators. This document details: (1) the history and activities of the group responsible for the coordination of efforts at the university level; (2) the types of environmental education occurring in Denmark, Iceland, Finland, Norway, and Sweden; (3) trends in the future of environmental education; (4) educational research and cooperation; and (5) a survey of topics discussed at Nordic conferences from 1980 to 1985. (CW)

ED 342 598 SE 050 388

Environmental Education in Denmark: Primary and Secondary Level. Ten Years After.
PUB DATE- Jul 87
NOTE- 30p.; For a related document, see SE 050 387.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Boarding Schools; *Elementary School Science; Elementary Secondary Education; *Environmental Education; Foreign Countries; Natural Resources; Occupational Home Economics; *Postsecondary Education; *Science and Society; *Secondary School Science; Vocational Education
IDENTIFIERS- *Denmark

This publication compiles the trends in environmental education within the Danish education system, comprising primary and of training in the use of SAVI/SELPH, an activity-based module, plus materials and equipment for teaching the unit. Twelve teachers were paired with 11 scientists, making 11 experimental teams; 8 teachers, the control group, taught the unit on their own. Evaluation procedures included journals kept by scientists and teachers during the teaching experience; an evaluation conference attended by the participants; and questionnaires completed by scientists, teachers, and students at the end of the unit. Responses from the participant groups were very positive, and all but one of the partnerships worked very well. Lessons learned for the future were concered with materials and equipment, training, and guidance about how a partnership should work. (KR)

ED 342 619 SE 052 027

McGinnis, J. Randy; And Others
Beliefs and Perceived Needs of Science Teachers toward the Uses of Computing Technologies.
PUB DATE- 91
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Computer Uses in Education; Elementary Secondary Education; Junior High Schools; Mathematics Education; Middle Schools; Questionnaires; Science Education; *Science Teachers; *Teacher Attitudes; Teacher Education

The objective of this study was to gather information about and assess the accessibility, use, and perceived needs toward computing technologies of elementary, middle school and high school science teachers in two large rural school districts. A questionnaire of over 500 items, Survey of Usages of Computing Technologies in Science and Mathematics Teaching, was designed and developed. Attitude and belief items were developed or modified from previous assessment instruments for science, mathematics, and other disciplines. Responses were received from 122 elementary school teachers (a 60% return rate) and 30 middle school and high school teachers (a 70% return rate). Information was collected on the following topics: (1) availability of computers; (2) level and types of computer use; (3) beliefs about computer use; and (4) current conditions and conditions needed or desired for using computing. All respondents reported having basic computer skills; 72% reported intermediate skills. Fifty-one percent of the elementary teachers agreed that computers would improve science instruction; however, 63% of the middle and high school teachers believed that computers would not improve science instruction. (17 tables) (KR)

ED 342 620 SE 052 028

Morais, Ana; And Others
Recognition and Realization Rules in Learning School Science--A Sociological Approach To Problem Solving.
PUB DATE- 91
NOTE- 53p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

lecturers, and two advanced graduate students from the University of California Berkeley (UCB) Department of Genetics. The experienced novices were five senior undergraduate genetics honor students at UCB who had already completed their core genetics courses and who were concurrently working in genetics research. The inexperienced novices were five UCB undergraduate biology majors concurrently enrolled in an introductory genetics course. The five inexperienced novices had all scored above 87% on their first midterm exam and were interviewed following classroom exposure to meiosis. Three aspects of the participants' overall meiosis models--common correct features, misconceptions, and model qualities--are elaborated on. (32 references) (KR)

ED 342 637 SE 052 379

Algebra Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 23p.; For related documents, see SE 052 380-382.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Curriculum Development; Curriculum Evaluation; High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minimum Competencies; *Number Concepts; Student Educational Objectives; *Vocational Education; Vocational Schools
IDENTIFIERS- Connecticut State Department of Education

In 1988-89 the Connecticut Vocational-Technical School System initiated a program for the ongoing review and upgrading of all trade and academic curricula used in the system's 17 schools to insure that each curriculum is consistent with current standards. Every 3 years the Curriculum Steering Committee for the trade or academic subject conducts a review and an analysis to identify outdated content, approaches, or materials. The revised curriculum incorporates the latest thinking of instructors who teach the subject, suggestions from authorities in the mathematics field, and current instructional approaches in the field of education. This curriculum is intended as a plan for learning algebra and as an aid to the mathematics instructor to prepare students for membership in society. The document is separated into several sections: the Vocational-Technical School Mathematics Sequence; Career Relationships and Requirements; Instructor's Goals; Students' General Competencies; a Common Core of Learning; Personal Goals for Students; and a series of 10 algebra units. Each unit provides suggested instructional time, unit objectives, and a list of student competencies required of students after completing the unit. The units are: (1) Signed Numbers and Order of Operations; (2) Evaluation of Algebraic Expressions; (3) Equations in One Variable; (4) Fractional Parts of Numbers; (5) Inequalities and More about Exponents; (6) Multivariable Equations and Additions of Fractional Equations; (7) Percents and Polynomials; (8) Graphs of Linear Equations; (9) Rational Expressions, Exponents, Substitution Axiom, Complex Fractions, and More Graphing; (10) Substitution, Subsets, Square Roots, Domain, and Additive Property of Inequality. Computer Software and a textbook are recommended. (MDH)

ED 342 638 SE 052 381

practice, independent practice, evaluation, and home activity. (MDH)

ED 342 654 SE 052 575

Pagni, David, Ed.
CAMP-LA: Book 1, Grades K-2. Calculators and Mathematics Project.
SPONS. AGENCY- California State Univ., Fullerton.; Los Angeles Unified School District, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 286p.; For related documents, see SE 052 574-578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Algebra; Arithmetic; *Calculators; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Discovery Learning; Division; Educational Technology; *Elementary School Mathematics; Enrichment Activities; Evaluation Methods; Functions (Mathematics); Geometry; Grade 1; Grade 2; Kindergarten; Lesson Plans; Mathematical Enrichment; Mathematical Logic; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Multiplication; Number Concepts; Primary Education; Problem Solving; Small Group Instruction; Student Journals; Subtraction; *Teaching Methods; Units of Study
IDENTIFIERS- Calculators and Mathematics Project CA; *Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The National Science Foundation funded Calculators and Mathematics Project, Los Angeles (CAMP-LA) developed curriculum materials focused solely on the use of calculators. The project was developed in three stages. The first stage studied the mathematics curriculums from different states and identified topics that are not included but should be if every student had a calculator, topics treated in too much detail, and topics no longer appropriate. Based on this information, CAMP-LA compiled a prototype curriculum organized by grade level to be consistent with the "California Mathematic Framework" strands. The second stage developed lessons to cover the topics through the curriculum. The third stage field tested these lessons in various parts of the country. This book is composed of lessons for grades K-2 in the series. The introduction gives an overview of CAMP-LA, information on how to use the lesson plans, a section on calculator awareness, a discussion of assessment approaches, with sample assessment strategies appearing in each lesson plan, a preliminary lesson on how to keep a calculator journal, and a scope and sequence for the book. The remainder of the book is composed of 32 lessons in four sections: Calculator Awareness, Patterns and Functions, Number, and Algebra. Each lesson is broken down into three sections. The three sections are labeled: "Grade", including grade level, strand, skill required, and purpose; "Management", including class organization, time frame, materials needed, vocabulary, and prerequisite skills; and "Lesson" including suggestions for directed instruction, guided practice, independent practice, evaluation, and home activity. (MDH)

ED 342 655 SE 052 576

Pagni, David, Ed.
CAMP-LA: Book 2, Grades 3-4. Calculators and Mathematics Project.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; *Educational Diagnosis; *Educational Psychology; Educational Strategies; Elementary Secondary Education; Foreign Countries; Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Perceptual Development; *Spatial Ability; Teaching Methods; *Visual Discrimination
IDENTIFIERS- *USSR

This is volume 3 of the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. This volume presents a detailed and careful technical analysis of the constituent aspects underlying spatial thinking as well as interesting reports of investigations into the development of spatial thinking. Not only is the complex nature of spatial thinking discussed in depth, but also techniques for observing and improving spatial thinking are offered. The first chapter discusses the results of a considerable effort to explain the nature of spatial thinking according to Soviet psychological literature and philosophy. The second chapter details a systematic theoretical structure of spatial thinking based upon the foundation laid in the first chapter. The third chapter presents the principles, basic requirements, and techniques used for the design specifications of a method for diagnosing various levels of spatial thinking. (JJK)

ED 342 673 SE 052 721

Leushina, A. M.
The Development of Elementary Mathematical Concepts in Preschool Children. Soviet Studies in Mathematics Education. Volume 4.
PUB DATE- 91
NOTE- 481p.; For volumes 1 and 2, see ED 318 632-633; for volumes 3-6, see SE 052 720-723. Originally published in 1974 by Prosveshchenie, Moscow as Formirovanie elementarnykh matematicheskikh predstavlenii u detei doshkol'nogo vozrasta. Translated by Joan Teller. Produced as part of the Survey of Applied Soviet Research in School Mathematics Education at the University of Chicago.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; *Concept Formation; *Concept Teaching; *Educational Psychology; Elementary School Mathematics; Foreign Countries; *Mathematical Concepts; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Perceptual Development; *Preschool Education; Spatial Ability; Teaching Methods; Thinking Skills
IDENTIFIERS- *USSR

This is volume 4 of the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. The introduction to this English language translation highlights the fact that significant advances have been made in the understanding of both the mathematical conceptual development of children and the role of schooling in that development since 1974 when this book was originally published in Moscow. Nonetheless, this volume presents several points of view not found in the literature of North America. The preface to the Soviet edition offers the rationale for the movement respondents are included. The presentations include: "Justice and Sentencing" (Daniel Moylan); "Law: Obedience and Civil Disobedience" (Linda Irvin); "Liberty--The Right of Privacy" (Allan Powell); and "Punishment: The Death Sentence" (Tom Mappes). The appendix contains the program that outlines the seminar. (DB)

ED 342 691 SO 021 592

Ediger, Marlow
Teaching History in the Community College.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Educational Objectives; Educational Philosophy; *History Instruction; Learning Strategies; Learning Theories; Student Educational Objectives; *Teaching Methods; Two Year Colleges

General principles of history instruction at the community college level are presented in this essay. Suggested criteria for the teaching of history include emphasizing relevant, vital subject matter in ongoing lessons and units, and encouraging students to utilize primary as well as secondary data sources. Potential philosophies that the history instructor might wish to examine or adopt include problem solving, subject-oriented approaches, and utilization of measurably stated objectives. A 5-item list of references is provided. (DB)

ED 342 692 SO 021 721

Morse, Julie C.
Using the Newspaper To Teach about the Constitution.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; Elementary Secondary Education; *Law Related Education; *Learning Activities; *Newspapers; Social Studies; *Teaching Methods; United States History
IDENTIFIERS- *United States Constitution

Designed to make the U.S. Constitution come alive for students, this guide uses real-life examples taken from the daily newspaper to illustrate the document's day-to-day applications. Activities are presented to familiarize students with the Constitution's content as well as with its continuing impact on U.S. life. Newspaper-related activities are divided for use in elementary, middle, and high school grades. Each section includes one full lesson and a class handout, plus a list of additional activities. Students need a copy of the U.S. Constitution and access to newspapers to complete most exercises. Teachers using this guide may need to prepare some background classroom discussion on the Constitution and Bill of Rights before introducing the materials. The guide has been created as a model for teachers to follow in creating their own newspaper-related activities on the Constitution and other law-related issues. (DB)

ED 342 693 SO 021 729

(Phonology); *Structural Analysis (Linguistics); Swahili; Syllables; Thai; Uncommonly Taught Languages; Vowels; Yoruba
IDENTIFIERS- Africa; China; Decoding (Speech)

Fourteen original research papers by faculty and students of the Linguistics Department and other related departments of the University of Kansas are presented. The titles and authors are as follows: "A Kinesic Approach to Understanding Communication and Context in Japanese" (Bruch); "Correlations between the Three Level Tones and Vowel Durations in Standard Thai" (Deepadung); "On Predicting the Glottal Stop in Hualapai" (Folarin); "Prefix "oni" in Yoruba" (Folarin); "The Study of Minority Languages in China" (He); "Lexical, Functional Grammar Analysis of Korean Complex Predicates" (Kim); "In the Social Register: Pronoun Choice in Norwegian and English" (Mills); "Diphthongization, Syllable Structure and the Feature high in Hmu" (Mills, Strecker); "A Transitional Orthography for Northern Canadian Native Languages" (Proulx); "A Relic of Proto-Siouan *ro/no 'One' in Mississippi Valley Siouan" (Rankin); "Making Sense in ESL: A Set of Three Rhetorical Structures" (Scott); "The Path Containment Condition and Argument Structure" (Stroik); "Social Deixis in Sinhalese: The Pronoun System" (Tilakaratne); and "The Behavior of Non-Terms in Shaba Swahili: A Relational Approach" (Obeidat, Kapanga). (LB)

ED 342 257 FL 020 124

Bruch, Julie
A Kinesic Approach to Understanding Communication and Context in Japanese.
PUB DATE- 88
NOTE- 17p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Body Language; *Cultural Context; Foreign Countries; *Grammar; *Japanese; Social Status; *Sociolinguistics; Standard Spoken Usage; Uncommonly Taught Languages
IDENTIFIERS- *Decoding (Speech)

The successful decoding of a linguistic message requires knowledge of a particular grammar, but it is becoming increasingly clear that contextual and cultural cues also play an important role in conversation. In Japanese, conversation proceeds smoothly and acquires some of its meaningfulness from the use of gestural signals, particularly head nodding. Ways that head nodding operates in Japanese are discussed, and its use is interpreted as it relates to the Cooperative Principle of Grice and as an indicator of cultural values. Transcriptions of some Japanese conversations are appended, including a middle-aged woman politely expressing an opinion, a younger woman expressing an opinion less formally, a mother reading a letter aloud to her family, and a formal interview in kimono. Contains 11 references. (Author/LB)

ED 342 258 FL 020 125

Deepadung, Sujaritlak
Correlations between the Three Level Tones and Vowel Durations in Standard Thai.
PUB DATE- 88
NOTE- 16p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English

Expenditure Report 1988-89. Buffalo and Erie County Public Library.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Community Programs; Community Resources; Library Collections; Library Instruction; Lifelong Learning; *Literacy Education; Outreach Programs; Public Agencies; *Public Libraries; Reading Skills; Tutors; Volunteer Training; Writing Skills
IDENTIFIERS- Buffalo and Erie County Public Library NY; New York

The Lifelong Learning Center (LLC) of the Buffalo and Erie County, New York, Public Library is described with emphasis on objectives and programming developed for a grant project. The objectives included the following: conduct monthly support services for literacy tutors; sponsor training and information sessions for tutors; provide assistance to local tutors in selecting resource materials; cosponsor life skills workshops; provide weekly "Writing to Read" and "Reading to Write" group sessions; provide additional one-on-one tutoring; provide day-long training networking workshop for the Western New York Adult Literacy Coalition; sponsor training sessions for staff members of rural contracting libraries; visit community agencies and conduct group tours of the library; assist staff at the public information desk; and publicize the project. A list of LLC visits is attached, along with an itemization of software and book purchases. It is concluded that networking has improved, the LLC is more visible in the community, and more people are being served, but that more outreach, especially to the Spanish-speaking community, and more interagency cooperation is needed. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 281 FL 800 459

Roddy, Michael
Beginning English Day by Day.
PUB DATE- 91
NOTE- 226p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Critical Thinking; Daily Living Skills; *English (Second Language); *Functional Literacy; Grammar; Literacy Education; Pronunciation; Reading Skills; *Second Language Learning; Textbooks; Vocabulary Development; Writing Skills

This book aims to meet the needs of students who are beginning to learn English and to help them reach such goals as gaining an education, finding a job, continuing on to higher education, or functioning better in everyday life in the United States. The book stresses the basic language skills of vocabulary development, grammar, reading, writing, and pronunciation in the context of life situations. Basic and higher thinking skill exercises are included. The instructor is encouraged to have students connect their own real-life experiences with the text material. The 12 sequential units are as follows: identification, time, money, family and community, parts of the body, health, food, clothing, housing, jobs, transportation, Department of Education; Doris Blocker, student, Houston Community College System; Garth Davis of the University of Texas at Austin; Ronnie J. Davis, Jr., Council of Student Organizations, Prairie View A&M University; Michael Gallegos, student, Houston Community College; Charles Green of the Houston Community College; William Harris of Texas Southern University; Herbert Hayre of the National Education Association; Joseph L. McCormick of the Texas Guaranteed Student Loan Corporation; Joseph T. McMillan of Houston-Tillotson College; Erica Moshay, student; and Arturo Pacheco of the University of Texas at El Paso. Prepared statements are included along with letters and supplemental material that includes a report by the Joint Inte[illegible] Committee on Proprietary Schools submitted to the Texas legislature. (JB)

ED 342 299 HE 025 270

Hearing on the Reauthorization of the Higher Education Act of 1965: Secretary Lamar Alexander. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (May 8, 1991).
PUB DATE- 92
NOTE- 76p.; Serial No. 102-71. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Accountability; Economically Disadvantaged; Educational Finance; Faculty Development; Federal Aid; *Federal Legislation; Government Role; Hearings; *Higher Education; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 102nd; Department of Education; *Higher Education Act 1965; Presidential Initiatives

At this hearing, part of a series of hearings on the reauthorization of the Higher Education Act of 1965, the Secretary of the Department of Education, Lamar Alexander, gave testimony designed to present the Bush administration's recommendations on reauthorization of the Act to the Congress. Before the Secretary's testimony the following congressional Represntatives offered brief comments: E. Thomas Coleman of Missouri; Joseph M. Gaydos of Pennsylvania; William F. Goodling of Pennsylvania; William J. Jefferson of Louisiana; Marge Roukema of New Jersey; and Thomas C. Sawyer of Ohio. The Secretary then presented the administration's recommendations, a short verbal presentation followed by submission of a written report. The primary recommendations included targeting grants to lowest-income students, promoting greater accountability from individuals and institutions, improving the integrity of student loan services, establishing higher loan limits, improving outreach, expanding merit scholarships, and increasing teacher opportunities. There followed a lengthy discussion between the secretary and members of the committee. The prepared statement of Ron de Lugo, delegate to Congress from the Virgin Islands, is included. (JB)

ED 342 300 HE 025 271

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Raleigh, North Carolina. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Raleigh, NC, June 28, 1991).
PUB DATE- 92
NOTE- 262p.; Serial No. 102-72. Portions contain small/light

allows decisions to be made without a reasonable rationale. It is suggested that the peer documentation review technique is a critical aspect of peer evaluations, that further research is needed in this area, and that higher education institutions need to supplement student rating information with peer evaluations in annual reviews. Contains 20 references. (GLR)

ED 342 318 HE 025 289

Gorringe, Richard
Accreditation of Prior Learning Achievements: Developments in Britain and Lessons from the USA.
PUB DATE- 89
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Adult Learning; Adult Students; Articulation (Education); *Continuing Education; Credits; Degrees (Academic); Demonstration Programs; *Educational Planning; Equivalency Tests; *Experiential Learning; Foreign Countries; Higher Education; Lifelong Learning; Nontraditional Students; Portfolios (Background Materials); Postsecondary Education; Program Development; Reentry Students
IDENTIFIERS- United Kingdom; United States

This report describes developments in Britain and the United States which enable people to use, in an education or training context, components of their achievements drawn directly from their prior experience. The report is divided into three sections. The first section consists of an account of the present situation in Britain concerning further education of adult learners; the second section offers an account of some American developments in this area; and the final section offers comments on possible applicability of these developments in Britain. The credit awarding process in the United States for prior learning from life experience, usually involving the development of a portfolio, is described. Models of portfolio preparation are highlighted from the Thomas Edison State College of New Jersey, New York's Empire State College and the State University of New York, Brockport; and the University of Maryland. The idea of accrediting prior learning through examination, the possible use of college-level examinations in Britain, and the use of course evaluation and articulation are discussed, as is the development of institutional consortia to provide links between community groups and educational institutions. Contains nine references. (GLR)

ED 342 319 HE 025 290

Van de Water, Gordon
Public Tuition and State Expenditures for Higher Education, 1984-1988.
PUB DATE- Oct 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Expenditures; *Family Income; *Financial Support; Higher Education; Longitudinal Studies; Postsecondary Education; *Public Colleges; Research; *State Aid; *Tuition

This report examines three aspects of funding for public higher

IDENTIFIERS- *Drinking Games

A study was done to examine the role of college student drinking games, the consequences of playing drinking games, and the motivational nuances involved in playing these games. A typology of drinking games is presented; it includes five categories: (1) consumption games (who can consume the most alcohol during a given event); (2) skill games (the player who fails to complete a certain feat must take a drink); (3) Intelligence Quotient games (physical skill and intellectual concentration are required); (4) unity games (played by close friends in a noncompetitive atmosphere); and (5) team games (teams pitted against each other in any of the above formats). Data for this study were derived from a lengthy period of participant observations at college student parties, conducted off campus. The observer also interviewed a sample of 20 male and 20 female game players about their behavior. Observation results found that both male and female players consumed significantly more alcohol than non-game players; 60 percent of males and 85 percent of females experienced negative consequences from playing; and both men and women reported that games played a role in their socializing with the opposite sex. A figure that illustrates the relationship of significant concepts in drinking game behavior is included. (7 references) (JB)

ED 342 338 HE 025 312

Newman, Ian M.; Crawford, Janet K.

Drinking Games and University Students' Drinking Behavior.

PUB DATE- 29 Mar 90

NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (York, England, March 29, 1990). For a related document, see HE 025 311.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Alcohol Abuse; *College Students; *Drinking; Friendship; *Games; Higher Education; Interpersonal Competence; Interpersonal Relationship; Sex Differences; Social Behavior; Social Characteristics; Social Differences; Social Influences; Student Attitudes

IDENTIFIERS- *Drinking Games

An applied anthropological study was done of college student drinking games for insight into their role and function. Historical evidence suggests that drinking games have existed since ancient times, that such games encourage heavy drinking, and that despite awareness of the dangers associated with high levels of alcohol consumption, drinking games are common. The study was conducted through a set of extensive structured interviews with a sample group of self-declared game players. Results of the interviews suggested a tentative set of theories for the motivation to play drinking games. Particularly, students play games to facilitate social functioning; they participate in order to get drunk; males play to exert power and control over others; players participate to gain a closer relationship with someone; players wish to establish relationships and to establish their place in the order of the group; and students in established friendship groups move on from competitive games to non-competitive games. Analysis also suggests that drinking games are seen by the players as a "no loss option" group activity. Most participate to meet a social need, and those who fail to meet that need can blame their failure on drunkenness rather than take responsibility for their actions. (7 references) (JB)

NOTE- 48p.; For a related report, see ED 331 465.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; *Cooperative Learning; *Educational Environment; Elementary Education; Epistemology; *Group Dynamics; Higher Education; *Learning Activities; Learning Theories; Mathematics Instruction; Problem Solving; *Teaching Methods
IDENTIFIERS- *Cognitive Apprenticeships; Situated Learning

This paper explores the relationship between the concept of cognitive apprenticeship and situated cognition and the social construction of knowledge. Cognitive apprenticeship is the enculturation of students into authentic practices through authentic activity and social interaction in a way similar to that which is evident--and evidently successful--in craft apprenticeship. Knowledge is not independent, but is fundamentally "situated," being in part a product of the activity, context, and culture in which it is developed. A theory of situated learning calls for learning and teaching methods which take this into account, in contrast to traditional methods which overlook the central, but restrictive, contribution made by the activities, context, and culture of schools to what is learned there. Two examples of mathematics teaching that exhibit important features of this approach are examined. (4 figures, 42 references) (EW)

ED 342 358 IR 013 834

Balsis, Catherine; Tifft, Jeanne
Center for Development Information and Evaluation. Research and Reference Services, Third Annual Report.
PUB DATE- Jan 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Developing Nations; Foreign Countries; *Information Centers; *Information Services; *Organizational Change; Program Evaluation; *Reference Services; Selective Dissemination of Information; Special Libraries; Tables (Data); *Users (Information)
IDENTIFIERS- Value Added

This report on the third year of activities of the Research and Reference Services (R&RS) of the Academy for Educational Development focuses on the themes of consolidating and refining products, responding to increased demand, institutionalizing previous success, and organizational change. The activities described include: (1) services and products delivered to specific users or groups of users (e.g., Tailored Information Packages, Technical Assistance and Training, Current Awareness Topical Updates); (2) users of the services--80% Agency for International Development (AID) and 20% public; (3) trends in AID's use of development information, which reflects a broad and sophisticated range of purposes for requesting information; (4) the R&RS mid-project evaluation, which focuses on organizational problems and issues and recommends a structural reorganization; and (5) plans for the implementation of this reorganizational scheme in year four. An appendix provides a diagram of the proposed reorganizational structure, which calls for the use of a team approach to answer information needs in the international development community. (CGD)

(DB)

ED 342 377 IR 015 410

Massie, Carolyn M.; Volk, Larry G.
An Instructional Merger: HyperCard and the Integrative Teaching Model.
PUB DATE- Nov 91
NOTE- 14p.; Paper presented at the Annual International Conference of the Association for the Development of Computer-Based Instructional Systems (33rd, St. Louis, MO, November 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Delivery Systems; Elementary Secondary Education; *Hypermedia; *Integrated Activities; Lesson Plans; *Microcomputers; *Teaching Methods; Thinking Skills

Teaching methods have been developed and tested that encourage students to process information and refine their thinking skills. The information processing model is known as the Integrative Teaching Model. By combining the computer technology in the HyperCard application for data display and retrieval, instructional delivery of this teaching model can be enhanced. Improved focus and attention of students are definite advantages gained when instructors use a hypermedia graphic organizer for the lesson's content. The instructor can also appreciate the subsequent data modification capabilities that HyperCard affords and the easy material storage of charts, maps, or graphs. For example, HyperCard can enhance a lesson plan on the interpretation of bar graphs and the conclusions that can be drawn from the information in bar graphs, by providing examples of such graphs and computer graphics of the sources the data are taken from. (7 references) (DB)

ED 342 378 IR 015 411

McGreal, Rory
Creating Distance Education Instructional Materials for Use by Ordinary Teachers.
PUB DATE- 91
NOTE- 9p.; Based on a paper presented at the Annual Conference of The Society for the Promotion and Teaching of English-as-a-Second-Language in Quebec (June 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Course Organization; *Distance Education; Foreign Countries; Instructional Design; *Instructional Materials; Microcomputers; Secondary Education; Teacher Attitudes; Teacher Morale; *Teacher Role

Distance education course designers should be careful to ensure that the instructional materials they create are not only oriented towards the learners, but also that they do not make exorbitant demands on the teachers who are expected to use them. The materials should help the teacher to take advantage of the media available without undermining the confidence of the teacher. The materials should be simple, highly structured and activity oriented, containing many reviews with frequent

Cataloguing; Section of Bibliography; Section of Classification and Indexing. Booklet 4.
PUB DATE- Aug 91
NOTE- 49p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
LANGUAGE- English; French
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bibliographies; *Cataloging; *Classification; Databases; Developing Nations; Federal Government; Foreign Countries; *Government Libraries; *Indexing; International Organizations; Online Searching
IDENTIFIERS- *Africa; Authority Files; International Federation of Library Associations

The 11 reports and papers in this booklet were presented at meetings of 4 sections within the Division of Bibliographic Control: (1) "Report of the Section on Cataloguing--Review of the Work 1990/1991" (Inger Cathrine Spangen, Norway); (2) "Les fichiers d'autorite auteurs: Rapport d'activite 1990-1991 (Author Authority Lists: Report of Activities 1990-91)" (Francoise Bourdon, France); (3) "Report from the Section on Classification and Indexing" (Dorothy McGarry, USA); (4) "International Cataloguing Policy Impact on the Development of Bibliographic Description: Normative Basis in the USSR" (L. Chibisenkova, USSR); (5) "Finno-Ugric Peoples and Languages: The Finnish Uralica Database and Its International Connections" (Irja-Leena Suhonen, Finland); (6) "Indexing and Retrieving Special Materials in Online Catalogues" (Lenore Coral, USA); (7) "La bibliographie nationale comme temoin d'une memoire nationale (National Bibliography as a Witness of a National Memory)" (Marcelle Beaudiquez, France); (8) "National Bibliography of the USSR--Cultural Wealth of the Society" (Alexandr A. Dzhigo); (9) "National Bibliography Today as National Memory Tomorrow: Problems and Proposals" (Barbara L. Bell, USA); (10) "Thematical Search in the Automated Library System on the Basis of the Library Bibliographic Classification (lbc) with Subject Entry" (O. A. Lavryonova, USSR); and (11) "Les problemes de classification et d'indexation dans les bibliotheques africaines (Problems of Classification and Indexing in African Libraries)" (Marietou Diongue Diop, Senegal). (MAB)

ED 342 398 IR 053 917

IFLA General Conference, 1991. Division of Collections and Services: Open Forum of Division of Collections and Services; Section of Acquisition and Exchange; Section of Interlending and Document Delivery; Section of Serial Publications; Newspapers; Section of Government Information and Official Publications; Section of Rare Books and Manuscripts. Booklet 5.
PUB DATE- Aug 91
NOTE- 71p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Foreign Countries; Interlibrary

IDENTIFIERS- *Association of Research Libraries

This report is based in part on an analysis of current preservation practices and of the 1988-89 Association of Research Libraries (ARL) Preservation Statistics. It includes discussion of the 10 components of a comprehensive preservation program to which library administrators must give attention. Organizational models for mature preservation programs based on four size groupings of ARL libraries are also included in the report. They address libraries with collections of under 2 million volumes, 2 to 3 million volumes, 3 to 5 million volumes, and over 5 million volumes. In addition, for each size grouping, four levels of program maturity are described with benchmarks for personnel, production, and budgets. The report also includes four case histories illuminating various organizational settings for preservation program development. (MAB)

ED 342 416 IR 053 939

Van Fleet, Connie; And Others
Silver Editions II: Advancing the Concept of Library-Centered Humanities Programs for Older Adults. An Evaluation.
SPONS. AGENCY- National Council on the Aging, Inc., Washington, D.C.
PUB DATE- 11 Nov 91
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Programs; Discussion Groups; Humanities; Library Role; *Library Services; *Older Adults; Program Evaluation; Public Libraries; Questionnaires; Surveys; Young Old Adults

This report is an evaluation of the Silver Edition II Project, a program to offer library-centered humanities programming to older adults. In the program local scholars in seven geographically dispersed library systems led discussion groups made up of 20 to 25 participating older adults. This evaluation focuses on the stated goals of the project: (1) to offer to older adults the opportunity to discuss literary, historic, and philosophical themes of "The Remembered Past: 1914-1945" and "The Search for Meaning: Insights through Literature, History, and Art"; (2) to stimulate planning of new program initiatives by libraries wishing to broaden their older adult audiences; (3) to build on the lessons of Silver Editions I in two library systems and extend the program to five new library networks; (4) to localize solutions to the problems of linking libraries with underserved audiences of older adults; (5) to reach out to older adults who are unaccustomed to using library resources; (6) to engage scholars to work with older adult audiences; and (7) to encourage participants to read and discuss supplemental works. Following the evaluations recommendations are offered regarding support for site coordinators, training, location and ambience, topics and anthologies, and the role of the librarian. A project evaluation, general comment, and a bibliography of six selected readings follow. Five appendixes contain: (1) evaluation forms for the librarians, group leaders, participants, and site coordinator; (2) data analysis; (3) comments from participants; (4) data processing procedures; and (5) a biographical sketch of the author. (MAB)

ED 342 417 IR 053 943

and finance; and Miami-Dade Community College. Next, "Cash Change = Survival Success," by Leslie Koltai, discusses the effects of quality control, cultural diversity, institutional flexibility, financial control, demographic shifts, technological change, and changing life styles. "Success under Duress--The College and the Community," by Brunetta Reid Wolfman, describes Roxbury Community College in terms of historical background, staff development approaches, the impact of Boston's racial/cultural diversity and high unemployment rates, and problems related to racism, administration, and community relations. "Preparing for Change: Access and Progression," by Frank Griffiths, highlights the major structural changes about to be imposed on the British educational system and offers recommendations on mission, educational access, comprehensiveness and universality, and validation and accreditation. "Student Services in the USA," by Geoffrey Melling, focuses on remedial education in American community colleges. "Colleges and Employers," by Ernest Theodossin, examines the relationship between and expectations of British colleges and employers. Finally, "The American Experience and the United Kingdom," by Geoffrey Melling draws conclusions about community colleges and the future of higher education in Great Britain. (AC)

ED 342 433 JC 920 102

Educational Plant Survey: Central Florida Community College, December 16-19, 1991.
PUB DATE- Dec 91
NOTE- 62p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *College Planning; Community Colleges; *Educational Facilities; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Long Range Planning; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Central Florida Community College

In 1991, a study was conducted at Central Florida Community College (CFCC) to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the following 5-year period. Section 1, 2, and 3 of the plant survey report provide background information on the survey team; the scheduling, purposes, and statutory foundations of plant surveys in the Florida community college system; procedural policies; and the cooperative process used in conducting plant surveys. Section 4 contains an overview of the college, including a historical prospective and CFCC's mission statement. Section 5 presents an analysis of CFCC's student population, including enrollment and projections, while section 6 focuses on programs, services, and facility needs, offering detailed tables of programs and their space needs. In section 7, an inventory of existing sites and facilities is provided, including a table of currently available square footage and maps. Section 8 contains the recommended plan for hosing programs, students, and services in the coming 5 years on the main campus and the Bronson Special Purpose Center. Section 9 analyzes capital outlay finances, including revenue sources for capital outlay. Finally, section 10 makes recommendations for educational plants, focusing on site acquisition, site development, site improvement, renovation, remodeling, construction, and standard collegewide

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - General (140)
DESCRIPTORS- *Articulation (Education); Career Counseling; *College School Cooperation; Community Colleges; Curriculum Development; Educational Cooperation; Education Work Relationship; High Schools; *Job Training; Statewide Planning; *Technical Education; Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Michigan; *Tech Prep

Both secondary schools and community colleges are under pressure to increase the technical content of their curricula to produce graduates who can fill highly skilled technician jobs in a changing work force. Technical Preparation (Tech Prep) Programs are partnerships between these two institutional levels that incorporate career counseling and curricular cooperation. In Michigan, a statewide task force was charged with developing models for the Tech Prep concept in the state. The task force identified three essential components for each Tech Prep program (i.e., leadership, guidance/counseling, and curriculum) and recommended a level of state support necessary to implement successful programs. The leadership component involves institutional decision makers, business and industry, coordinators for each high school/community college partnership, and partnerships to ensure that high school completion students have access to Tech Prep. The key elements of guidance and counseling for Tech Prep include student selection, career awareness/exploration, self-awareness, career planning, student assessment and placement, and education/employability development plans (EDP) beginning in high school which will lead to a technical career. The curricular component focuses on the following competencies: abstract thinking skills, social and work skills, technical literacy, and technology education. To implement Tech Prep in Michigan, state support will be needed in public relations, evaluation, technical assistance and the development of demonstration programs. Appendixes include examples of an EDP, Technical Preparation Competency requirements, organizational structures, three established partnership programs, the minutes of Task Force general meetings, and a 54-item bibliography. (JSP)

ED 342 451 JC 920 133

Edmonson, William F.
A Content Analysis of Codes of Ethics and Related Documents from 100 of America's Largest Community, Junior, and Technical Colleges.
PUB DATE- May 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Codes of Ethics; *Community Colleges; Comparative Analysis; Conflict of Interest; *Content Analysis; Ethics; Faculty College Relationship; National Surveys; Predictive Measurement; Two Year Colleges

In 1992, a study was conducted of the codes of ethics and relevant policy and procedural statements of the largest two-year colleges in each state. By analyzing these documents, the study sought to determine whether a common body of ethics is early identification and intervention are crucial to guarantee that gifted preschoolers do not get lost in the system. The Inner-City Gifted Behavioral Form is appended. (LB)

ED 342 469 PS 020 306

Bugental, Daphne Blunt

Autonomic Reactivity to Social Challenge as a Function of Differences in Interpersonal Schemas.

PUB DATE- Oct 91

NOTE- 23p.; Paper presented at the Social Psychophysiology Premeetings of the Society for Experimental Social Psychology (Columbus, OH, October 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Child Caregivers; Children; *Defense Mechanisms; *Emotional Response; *Interpersonal Relationship; Mothers; *Parent Child Relationship; *Power Structure; Simulation; Social Adjustment; Social Psychology; Violence

IDENTIFIERS- *Adult Child Relationship; *Threat

Individual differences in the regulatory processes involved in managing difficult interpersonal interactions were investigated. Interpersonal systems that easily escalate to produce coercive or violent encounters in adult-child relationships were of particular interest. Adults who were predisposed to view adult-child interactions as containing threat were studied. The study, in which 160 mothers participated, involved a computer maze game and computer-simulated child behavior. Autonomic, cognitive, and behavioral measures were compared. Findings suggest that threat-oriented adults have an exaggerated response to potentially challenging encounters with children and may easily generate the hypothesis that interactions with children may be difficult. Because they assume a defensive response, threat-oriented adults are less able to shape their responses in a flexible fashion to the actual characteristics of a particular child. Contains 11 references. (LB)

ED 342 470 PS 020 309

Balancing Work Responsibilities and Family Needs: The Federal Civil Service Response. A Report Concerning Significant Actions of the U.S. Office of Personnel Management. A Report to the President and the Congress of the United States.

PUB DATE- Nov 91

NOTE- 98p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Employee Responsibility; Employer Employee Relationship; Employer Supported Day Care; Federal Government; Flexible Working Hours; *Fringe Benefits; *Government Employees; Job Sharing; *Labor Relations; Labor Turnover; Leadership; Part Time Employment; *Personnel Needs; *Recruitment

IDENTIFIERS- *Civil Service; Eldercare; Family Work Relationship; *Office of Personnel Management

This report examines actions of the U.S. Office of Personnel Management in providing leadership to several of the government's human resource management programs in the work and family benefits area. It reviews employee benefit programs that help civilian federal workers balance their work responsibilities and personal needs. Programs reviewed are of young children's sex roles and gender equity issues in early childhood education. Recommendations for working towards the removal of stereotypical beliefs and attitudes about the sex role, behavior, and potential of individuals are provided. Appended are 18 references and related materials. (GLR)

ED 342 489 PS 020 354

Seifert, Kelvin L.
What Develops in Informal Theories of Development?
PUB DATE- 91
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Child Development; College Students; *Concept Formation; Concept Teaching; Early Childhood Education; Elementary School Teachers; Experience; Foreign Countries; Higher Education; *Parent Attitudes; Parents; *Student Attitudes; *Teacher Attitudes; Theories

Individuals of all ages hold coherent, theory-like beliefs in a variety of realms that may be at odds with formal, academic theory. Research on such informal theories suggests that individuals may develop key concepts in ways that are ontologically incompatible with the same concepts as they exist in formal or academic theories. This incompatibility may be a major obstacle to learning formal versions of theories. In a study that used previous work on concept development, nine individuals were interviewed about their informal theories of child development. Subjects included three first-year university students, three experienced early childhood teachers who had 7-10 years in the classroom but were not themselves parents, and three experienced parents of 2-3 children, each in grade school. Interview questions focused on three themes: What are children like? How do children change over time? and, How do children differ from each other? Results showed that all subjects held coherent theories about child development, with important differences in ontological emphases. Students described child development as an abstraction more than teachers, who described the concept in terms of here-and-now choices made by very young children, or parents, who described the concept in terms of personal biography and long-term change. (AC)

ED 342 490 PS 020 355

Kennedy, Shelley; And Others
Mobile Pre-School Units in New Zealand. Volume I.
PUB DATE- Oct 90
NOTE- 348p.; For Volume II, a series of case studies, see PS 020 356. A four-page "Brief Overview" has been inserted at the front of the report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Kindergarten; *Mobile Educational Services; *Outreach Programs; *Parent Attitudes; Parent Teacher Cooperation; *Preschool Education; Program Effectiveness; Program Evaluation; School Community Relationship; School Surveys; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *New Zealand

Mobile preschool units were developed in New Zealand in the 1970s in response to concerns about adequate provision of early

DESCRIPTORS- Case Studies; *Change Strategies; Community Involvement; Curriculum Development; *Early Childhood Education; *Educational Quality; *Family Involvement; Program Design; *Public Schools; School Readiness; *School Restructuring; Teacher Expectations of Students
IDENTIFIERS- Active Learning; Alaska; Developmentally Appropriate Programs; Idaho; Montana; Oregon; Washington

Effective strategies for developing early childhood centers in public schools are discussed in this paper, which draws from a research-based literature search and intensive case studies of six Northwest sites. The sites represent a range of rural, suburban, and urban programs; large and small schools; and a variety of program features. The sites are the: (1) Centennial Early Childhood Center, Portland, Oregon; (2) Mary Harrison Primary School, Toledo, Oregon; (3) Nome Elementary School, Nome, Alaska; (4) Ponderosa Elementary School, Billings, Montana; (5) South Colby Elementary School, Port Orchard, Washington; and (6) Tendoy Elementary School, Pocatello, Idaho. The paper begins by identifying themes, issues, and strategies involved in restructuring public schools around early childhood concerns. Among the themes are these: curriculum as a continuum of knowledge and thinking processes; curriculum content as resulting from a dynamic process that involves input from children, families, and community; children as active learners who make decisions about their learning activities; developmentally appropriate practice as a critical underpinning for program design and implementation; and high expectations for all learners in the diverse classroom. Issues are categorized in terms of school readiness, organizational or resource features, personnel, classrooms, family, communities, transition, comprehensive care, quality control, and administrative concerns. Strategies relating to each issue are described. Contains 38 references. (LB)

ED 342 509 PS 020 392

Jordan, K. Forbis; And Others
Funding and Financing for Programs To Serve K-3 At-Risk Children: A Research Review. References & Resource Series.
PUB DATE- 92
NOTE- 58p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Categorical Aid; Change Strategies; Cost Effectiveness; Definitions; Dropout Prevention; Educational Change; Equalization Aid; *Financial Support; *High Risk Students; *Intervention; *Primary Education; *School Readiness; *State Aid; State Programs
IDENTIFIERS- *Policy Issues

Support for primary-age, at-risk children is examined in the context of renewed national interest in intervention programs for this population. This report describes alternative approaches to identifying characteristics of at-risk students and then presents a summary of states' definitions of "handicapped" or "disadvantaged." It cites four elements of effective strategies for meeting the needs of at-risk students: (1) collaboration and coordination; (2) staff and parental involvement in program planning and implementation; (3) emphasis on prevention and early intervention; and (4) opportunities for nontraditional education experiences. A brief review of research concludes that effective programs balance

(Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; American Indian Reservations; *Cooperative Programs; Elementary Secondary Education; *High Risk Students; Poverty; *Rural Schools; *School Community Relationship; *Substance Abuse
IDENTIFIERS- Small Towns

This article examines community-school alliances in three rural South Dakota schools that aim to help at-risk students. Takini School is located on the Cheyenne River Reservation and serves the Lakota Sioux Indians. The area has high unemployment rates, high dropout rates, and high alcohol and drug abuse rates. The school's alcohol and drug counselor invites the community to programs on "prevention and intervention" of drug and alcohol abuse. The school has consulted tribal elders for ideas to address the problems. Gene Thin Elk says that the alcoholic culture will disappear only when replaced by traditional Lakota values. A second school is located in Estelline, a farm and retirement town with 37 private businesses and nice neighborhoods. Despite the town's appeal, the economy is depressed and there is an alcohol problem. The school counselor has started an awareness group for students grades 7-12 who are children of alcoholics. She also chairs the Drug and Alcohol Prevention Team, which is a coalition of school and community professionals. In addition, Estelline's program of academic restructuring emphasizes community input. Belle Fourche, a western style town involved mainly in ranching and mining, is part of an alliance of 12 school districts that provide residential and day programs for at-risk students. The cooperative brings a mobile lab to Belle Fourche to assess students at risk for future unemployment due to undiagnosed problems. A prescriptive plan is then developed for the student and a transitional care residence is provided for recovering from substance abuse. (KS)

ED 342 527 RC 018 479

Steinmiller, Robert; Steinmiller, Georgine
Retention of At-Risk Students in Higher Education.
PUB DATE- 20 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Probation; *College Programs; *College Students; Educational Counseling; Faculty Advisers; *Higher Education; *High Risk Students; Rural Education; *School Holding Power; Self Evaluation (Individuals)
IDENTIFIERS- Henderson State University AR

This paper describes a program at Henderson State University, Arizona, that provides interventions for at-risk college students in an effort to keep them in higher education. The Office of Retention provides a wide range of academic assistance services including summer freshman orientation, assessment for non-traditional students, general education audits, career exploration, academic advising, absentee monitoring, and academic assistance for probation students. Students in the program submit weekly Academic Assistance directors of the nominated transition programs. (LP)

ED 342 544 RC 018 496

Stockford, David Noble; And Others
Maine CITE: Technology Collaboration through Distance Learning.
PUB DATE- 19 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Agency Cooperation; *Cooperative Programs; *Disabilities; *Distance Education; Elementary Secondary Education; *Interactive Video; Program Development; Program Implementation; User Needs (Information)
IDENTIFIERS- *Maine CITE

This paper describes the Maine Consumer Information and Technology Training Exchange (Maine CITE) project designed to increase the availability and use of assistive-technology to Maine people with disabilities. Maine CITE is a 3-year project supported by the Maine Department of Education, Division of Special Education, with a grant from the National Institute on Disability and Rehabilitation Research, U.S. Department of Education. The Maine CITE project staff worked cooperatively with the staff of the University of Maine at Augusta to produce programs for school-age children with disabilities for broadcast over the interactive television system (ITV). The nine ITV sites used by Maine CITE are video and audio interactive, meaning all participants can see and hear one another. Videotapes were developed from tapes of most live ITV programs for later broadcast on cable stations and for organizational use. These videotapes helped reach the disabled and the general public. Three of Maine CITE's programs were operated in collaboration with the Maine Parent Federation/Special-Needs Parent Information Network (SPIN). These programs allowed parents and children to become familiar with the interactive television systems and learn about recent technology and available toys and recreational devices. In its first year approximately 1,400 people participated in the 10 programs presented by Maine CITE. The participants found the ITV model to be an effective delivery system for accessing new information. A table is included representing the kinds of programs developed for various audiences. (LP)

ED 342 545 RC 018 497

McIntosh, Debra L.
Improving Service to Students with Low Incidence Handicaps through On-Going Multidisciplinary Staff Development.
PUB DATE- 19 Mar 91
NOTE- 8p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Elementary Secondary Education; *Interdisciplinary Approach; Low Incidence Disabilities; *Professional Training; Program Development; *Program Implementation; Rural Schools; *Staff Development; *Teacher

PUB DATE- 18 Mar 91
NOTE- 14p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Failure; *Consultation Programs; *Early Intervention; Elementary Secondary Education; Program Development; Program Evaluation; *Referral; Rural Schools; *Special Education; Special Needs Students; *Student Needs
IDENTIFIERS- *Intervention Assistance Teams; *Ohio

Intervention assistance teams (IATs) were implemented in selected Ohio rural schools to provide early intervention for students experiencing academic failure and provide consultation services for the referring teacher. This study surveyed 119 chairpersons of IATs from 53 randomly selected school districts representing urban, suburban, and rural schools (however, it is believed that responses primarily came from rural schools). Useable questionnaires were returned by 80 participants. The majority of respondents were elementary school principals. Almost all (93%) reported that team members were either appointed or volunteered. The most frequently cited reasons for establishing the IAT were administrative initiative and a concern about high referral rates to special education programs. The degree of parental involvement in the program appears limited in most cases. Regular classroom teachers made the majority of referrals to the IAT, averaging between five and seven referrals annually. The IATs were as likely to recommend referral to special education as often as they would recommend modification of teaching techniques or the classroom environment. Out of 188 recent cases cited by subjects, 90 were referred to special education. IAT chairpersons perceived some services as beneficial, but the majority did not view the IAT as meeting a broad range of pupil needs or as benefiting teachers' professional growth. Future studies should compare students referred by the IAT and students referred by others. Future studies should also explore the relationship between the training and background of IAT members and their recommendations for referred students. Recommendations for improvement of professional practices of IAT members are included. (LP)

ED 342 563 RC 018 516

Miller, Bruce A.
A Review of the Qualitative Research on Multigrade Instruction.
PUB DATE- 17 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Organization; Elementary Education; Foreign Countries; *Grouping (Instructional Purposes); *Multigraded Classes; *Rural Education; *School Community Relationship; Teacher Attitudes; Teacher Education; *Teaching Methods

This paper reviews selected research studies of multigrade classrooms in Canada, Finland, eight developing nations (India, Korea, Maldives, Nepal, Thailand, Philippines, Sri Lanka, and Indonesia), and the United States. Based on information about

O'Rourke, Marylyn
Community College Preservice Training for Paraprofessionals and Related Services Personnel in Rural Kansas.
PUB DATE- 17 Mar 91
NOTE- 13p.; In: Reaching our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473. Presenter: Fran Lee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Community Colleges; *Competency Based Education; Interactive Video; Job Training; *Paraprofessional School Personnel; Program Development; Rural Areas; *Special Education; State Programs; Telecourses; Training Objectives; Two Year Colleges
IDENTIFIERS- *Kansas

This report describes training programs for paraprofessionals to accommodate the rapid growth of special education services in rural Kansas. Developed and implemented by state and local education agencies, the programs are based on the performance competencies established for paraprofessionals, and certification is enforced through the State Department of Special Education. Two federally funded grants have been awarded to the Kansas State Department of Education and the Kansas Association of Community Colleges to provide further support in meeting the training needs. Development of materials are under way to provide skills training at the community college level for special education paraprofessionals who work in integrated, cross-categorical, and early childhood classroom environments. Specific objectives of training programs are addressed. The State of Kansas purchased a licensure and several sets of media material for the First Start Program, which prepares paraprofessionals to care for children with special needs and to assist parents of special need children. In addition, many media resources are available for loan through the state department of education to supplement training programs. Facilitators develop and implement programs and recruit trainees in their geographical areas. Interactive television courses are used in the training program. (LP)

ED 342 581 RC 018 571

Birmingham, Carolyn, Ed.; Shuler, Karen, Ed.
Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, North Carolina, October 24-27, 1991).
PUB DATE- Oct 91
NOTE- 301p.; For selected papers, see RC 018 572-586.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Cultural Activities; Elementary Secondary Education; Environmental Influences; *Experiential Learning; Females; Higher Education; *Individual Development; Leadership; Natural Resources; *Outdoor Activities; *Outdoor Education; Recreation; Research and Development; Safety
IDENTIFIERS- Nature

This proceedings contains articles and workshop summaries from secondary schools vocational training, and adult education for the period since the convening of the 1977 international intergovernmental conference in Tbilisi. Discussed are: (1) "Environmental Education in the Danish 'Folkeskole'" (including descriptions of the Danish educational system, examples of environmental education projects, and cooperation with other countries); (2) "Environmental Education in the 'Gymnasium' and the Higher Preparatory Course" (including teaching methods and coordination with traditional subjects); (3) "Environmental Education Within Vocational Training"; and (4) "Environmental Education in Elective Adult Training" (including leisure time education, production schools, and boarding schools). (CW)

ED 342 599 SE 050 391

Matrices. New Topics for Secondary School Mathematics: Materials and Software.
PUB DATE- 88
NOTE- 115p.; For another publication in this series, see ED 296 890.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Computer Uses in Education; High Schools; Mathematical Applications; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Curriculum; *Mathematics Materials; *Matrices; *Secondary School Mathematics

This material on matrices is part of "Introduction to College Mathematics" (ICM), designed to prepare high school students who have students who have completed algebra II for the variety of mathematics they will encounter in college and beyond. The concept goals of this unit are to use matrices to model real-world phenomena, to use matrices as discrete data structures, and to understand the elementary matrix algebra needed in various mathematical models. This unit presents matrices in contexts that empower students to solve problems that would be considerably more difficult, or not feasible at all, with the use of matrices. Most sections require only the skills usually mastered in algebra I, however, in the last section, some knowledge of trigonometry is also required. Sections include: (1) "Introduction and Overview"; (2) "Matrix Addition and Scalar Multiplication"; (3) "A Common-Sense Approach to Matrix Multiplication"; (4) "The Leontief Input-Output Model and the Inverse of a Matrix"; (5) "The Leslie Matrix Model"; (6) "Markov Chains"; and (7) "Computer Graphics." Numerous examples and exercises, with answers, are included. Computer software and a user's guide accompany this unit. The software provides the tools for performing all of the matrix calculations found in this unit. (YP)

ED 342 600 SE 050 734

Sharma, Mahesh C., Ed.; Travaglini, Lillian E., Ed.
Math Notebook (From Theory to Practice). Information for Teachers/Parents of Children with Learning Problems in Mathematics. Volumes 5 and 6.
PUB DATE- 88
NOTE- 131p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Family Influence; Foreign Countries; Instruction; Intermediate Grades; *Problem Solving; Questionnaires; Science Education; *Social Influences; Socialization; *Teaching Methods
IDENTIFIERS- Portugal

The approach to finding a solution to underachievement in the area of problem solving has been of a fundamental psychological basis. Contrary to such a trend, this study takes into account the sociological processes of learning and transmission by both the family and the school. The research is based on Bernstein's theory in the sociology of education and uses as the main instruments of analysis his concepts of recognition and realization rules, his concepts of classification and framing, and his concept of pedagogic code. The data from this study were gathered using questionnaires and interviews. The intention was to see the extent to which students have recognition and realization rules at the micro context of problem solving within the broader context of learning in the science classroom. The sample consisted of 80 students from 4 classes of the 5-6 year of schooling in Lisbon (Portugal) taught by the same teacher in the subject Natural Sciences. The pupils were taught according to three pedagogic practices distinct in terms of power and control, from a practice characterized, in general, by weaker classifications and framings to a practice of stronger classifications and framings. An introduction is followed by descriptions of the sample, methodology, application of the instruments, process of evaluation, measure of recognition and realization, relation between the recognition and realization rules, characteristics of the students and school, a discussion, and conclusions. The results suggest some reasons for the difficulties many students encounter in problem solving situations and give possible directions to be taken into account in science pedagogic practice. (KR)

ED 342 621 SE 052 030

Tomanek, Debra
Content Representations in a Secondary Environmental Science Class.
PUB DATE- 91
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Concept Formation; *Course Content; Curriculum Design; Environmental Education; Higher Education; Interviews; Models; Qualitative Research; Secondary Education; Secondary School Science; *Teaching Methods

The purpose of this study was to determine what representations of content existed in a secondary environmental science class and what happended to those representations during curriculum occasions. Initial data construction involved attention to what was actually going on during class sessions. Following this, a reanalysis of the data corpus with specific focus questions allowed the writing of descriptions of each occasion for content, and these descriptions became the units of analysis in the study. Some class sessions involved occasions for two or three pieces of content being tracked; others involved just

Algebra with Introduction to Trigonometry Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 27p.; For related documents, see SE 052 379-382.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Analytic Geometry; *Curriculum Development; Curriculum Evaluation; High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minimum Competencies; Student Educational Objectives; Trigonometry; *Vocational Education; Vocational Schools
IDENTIFIERS- Connecticut State Department of Education; Graphing (Mathematics)

In 1988-89 the Connecticut Vocational-Technical School System initiated a program for the ongoing review and upgrading of all trade and academic curricula used in the system's 17 schools to insure that each curriculum is consistent with current standards. Every 3 years the Curriculum Steering Committee for the trade or academic subject conducts a review and an analysis to identify outdated content, approaches or materials. The revised curriculum incorporates the latest thinking of instructors who teach the subject, suggestions from authorities in the mathematics field, and current instructional approaches in the field of education. This curriculum is intended as a plan for learning algebra with trigonometry and an aid to the mathematics instructor to prepare students for membership in society. The document is separated into several sections: the Vocational-Technical School Mathematics Sequence; Career Relationships and Requirements; Instructor's Goals; Students' General Competencies; a Common Core of Learning; Personal Goals for Students; and a series of 14 algebra and trigonometry units. Each unit provides suggested instructional time, unit objectives, and a list of student competencies required of students after completing the unit. The units are: (1) Radical Expression, Elimination, Complex Fractions; (2) Factoring; (3) Scientific Notation, Consecutive Integers, and Rational Equations; (4) Graphical Solutions, Equation of a Line; (5) Multiplication of Radicals, Division of Polynomials, and System of Equations; (6) Solutions of Quadratic Equations by Factoring, Intercept-Slope Method of Graphing; (7) Multiplicative Property of Inequality, Uniform Motion Problems, Difference of Two Squares; (8) Pythagorean Theorem, Distance, Uniform Motion, Square Roots, and Rounding; (9) Absolute Value Inequalities, Rational Equations; (10) Equation of a Line through Two Points, Functional Notation; (11) Parallel Lines, Equation of a Line with Given Slope, Radical Slope Equations, Formula; (12) Absolute Value Inequalities, Multiplication of Radical Expressions, Linear Inequalities; (13) Square Roots (Quotient Theorem), Trinomial Factoring, The Quadratic Formula; (14) Trigonometry of the Right Triangle. A textbook and computer software are suggested. (MDH)

ED 342 639 SE 052 382

Pre-Tech Mathematics Curriculum.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 89
NOTE- 46p.; For related documents, see SE 052 379-381.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

SPONS. AGENCY- California State Univ., Fullerton.; Los Angeles Unified School District, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 326p.; For related documents, see SE 052 574-578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Algebra; Arithmetic; *Calculators; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Data Analysis; Decimal Fractions; Discovery Learning; Division; Educational Technology; *Elementary School Mathematics; Enrichment Activities; Evaluation Methods; Fractions; Functions (Mathematics); Geometry; Grade 3; Grade 4; Intermediate Grades; Lesson Plans; Mathematical Enrichment; Mathematical Logic; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Multiplication; Number Concepts; Primary Education; Probability; Problem Solving; Small Group Instruction; Statistics; Subtraction; *Teaching Methods; Units of Study
IDENTIFIERS- Calculators and Mathematics Project CA; *Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The National Science Foundation funded Calculators and Mathematics Project, Los Angeles (CAMP-LA) developed curriculum materials focused solely on the use of calculators. The project was developed in three stages. The first stage studied the mathematics curriculums from different states and identified topics that are not included but should be if every student had a calculator, topics treated in too much detail, and topics no longer appropriate. Based on this information, CAMP-LA compiled a prototype curriculum organized by grade level to be consistent with the "California Mathematics Framework" strands. The second stage developed lessons to cover the topics through the curriculum. The third stage field tested these lessons in various parts of the country. This book is composed of lessons for grades 3-4 in the series. The introduction gives an overview of CAMP-LA, information on how to use the lesson plans, a discussion of assessment approaches, and a scope and sequence for the book. The remainder of the book is composed of 49 lessons in six chapters: Number, Measurement, Geometry, Patterns and Functions, Statistics and Probability, Logic, and Algebra. Each lesson is broken down into three sections. The three secions are labeled: "Grade", including grade level, strand, skill required, and purpose; "Management", including class organization, time frame, materials needed, vocabulary, and prerequisite skills; and "Lesson" including suggestions for directed instruction, guided practice, independent practice, evaluation, and home activity. (MDH)

ED 342 656 SE 052 577

Pagni, David, Ed.
CAMP-LA: Book 3, Grades 5-6. Calculators and Mathematics Project.
SPONS. AGENCY- California State Univ., Fullerton.; Los Angeles Unified School District, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 295p.; For other documents, see SE 052 574-578.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

away from procedural skills and toward the development of conceptual skills within the Soviet mathematics education system during the 1960s. The following chapters are included: (1) aspects of teaching preschool children the elements of mathematics; (2) teaching methods in school and kindergarten in the 19th and 20th centuries; (3) the development of children's first mathematical knowledge of sets, number, and counting; (4) aspects of children's development of notions of size, shape, and mass on the basis of sensory perception; (5) developing techniques of measuring length, mass, and vessel capacity for older preschool years; (6) developing children's spatial orientation; (7) perception of time by preschool children; (8) general didactic principles in teaching children elementary mathematics; (9) curriculum and methods for teaching the elements of mathematics to 3-year-olds; (10) curriculum and methods for teaching elementary mathematics to 4-year-olds; (11) curriculum and methods for teaching elementary mathematics to 5-year-olds; and (12) curriculum and methods for teaching elementary mathematics to 6-year-olds. The appendices contain: the historical development of number, written numeration, and number systems; visual materials for the mathematics lessons and children's independent games and lessons; and the figures used throughout the book. (JJK)

ED 342 674 SE 052 722

Metlina, L. S.
Mathematics in Preschool: An Aid for the Preschool Educator. Soviet Studies in Mathematics Education. Volume 5.
PUB DATE- 91
NOTE- 371p.; For volumes 1 and 2, see ED 318 632-633; for volumes 3-6, see SE 052 720-723. Originally published in 1977 by Prosveshchenie, Moscow as Matematika v detskom sadu. Posobie dlya vospitatelya detskogo sada. Translated by Joan Teller. Produced as part of the Survey of Applied Soviet Research in School Mathematics Education at the University of Chicago.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; *Concept Formation; *Concept Teaching; Educational Psychology; Elementary School Mathematics; Foreign Countries; *Instructional Materials; Learning Activities; *Mathematical Concepts; Mathematics Education; Mathematics Instruction; *Perceptual Development; *Preschool Education
IDENTIFIERS- *USSR

This is volume 5 in the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. The heart of this volume is the need to establish a continuity between sensory perceptions and conceptual development as children progress from work in preschool to later schoolwork. The richer their notions of the quantitative and spatial properties and relationships of real objects, the easier it will be for them to pass from these notions to mathematical concepts later, through generalization and abstraction. The content of the lessons determines the method for conducting them. Particular attention is focused on individual lessons for children who, because of developmental variations, cannot master new material on a level with the others in the lessons. Chapter 1 focuses on the 3-year-old preschoolers, chapter 2 on the 4-year-olds, chapter 3 on the 5-year-olds, and chapter 4 on

de Graaf, Lawrence B.
Bibliographical Resources in History: A Review and Commentary on Their Place in the Discipline.
PUB DATE- 91
NOTE- 59p.; Paper presented at the Annual Meeting of the Organization of American Historians (Louisville, KY, April 11, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographies; Educational Resources; Higher Education; *Historiography; Library Materials; Research Skills; *Research Tools; Search Strategies; United States History

The number of history reference works has proliferated at a tremendous rate in the past few decades. The effective use of these tools is one of the most important research skills of the historian. Bibliographies should be understood as more than just books that list books. The design and workings of these tools are meant to influence search strategies and research methods. This document provides an overview to the use of bibliographic resources in the field of U.S. history. An essay describes the various types of historical reference works available to the historian and how these tools are best utilized. A taxonomy of reference works in U.S. history also is provided; this is a listing of important reference works that are organized into the various reference work categories that are discussed in the essay. One hundred thirty-one resources, organized into 24 categories, are listed in the taxonomy. (DB)

ED 342 694 SO 021 732

Satterwhite, Robin; Cheek, Timothy
China and Inner Asia: A Selected Bibliography and Guide to Research at Tutt Library.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Area Studies; *Asian Studies; Higher Education; Library Catalogs; *Library Materials; Non Western Civilization; Reference Materials; *Research Tools
IDENTIFIERS- *Asia (Inner); *China; Colorado College

Conducting research on China at the Tutt Library of the Colorado College is the focus of this library guide. While it focuses on the resources of one specific library and how to do research within it, the guide lists reference sources that are likely to be found in libraries throughout the United States. The bibliography identifies the following reference sources: bibliographies--general, literature, religion and philosophy, art and music (29 items); encyclopedias (4 items); dictionaries and handbooks (36 items); statistics (10 items); atlases (5 items); language aids (5 items); periodical indexes (8 items); book review indexes (3 items); periodicals (15 items); newspapers and newpaper indexes (4 items); government documents--indexes, selected documents (8 items); video tapes (9 items); and 16mm films (2 items). (DB)

ED 342 695 SO 021 733

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dialects; Foreign Countries; Language Usage; *Structural Analysis (Linguistics); *Thai; *Tone Languages; *Vowels

The correlation between individual level tones and vowel duration in Standard Thai was investigated. The study was prompted by the discrepancy between Gandour's 1977 claim that the pitch value of the three relatively level tones in Thai is negatively correlated with vowel duration and Roberson's 1982 disagreement with this hypothesis. The result of the present study supports Roberson; i.e., there is no correlation of the three level tones or vocalic nuclei and corresponding vowel duration values. It is suggested that Gandour's hypothesis may be supported, however, based on data available to him from various Thai dialects. Further study is recommended, particularly to determine whether there is any systematic correlation between a specific pitch (one specific short or long vowel) and vowel duration. Contains 14 references. (LB)

ED 342 259 FL 020 126

Folarin, Antonia Y.
On Predicting the Glottal Stop in Hualapai.
PUB DATE- 88
NOTE- 13p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anthropological Linguistics; Consonants; Dialects; Language Research; *Phonemics; Predictor Variables; *Structural Analysis (Linguistics); Structural Grammar; *Syntax; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Glottal Stops; *Hualapai

Based on the unsubstantiated conclusion of many Hualapai analysts that the glottal stop is one of the phonemes of the language, this paper argues that the glottal stop is for the most part predictable. Data are presented to show the instability as well as the predictability of the glottal stop, and rules are presented, based on the Sound Pattern of English feature system, for the derivation of the glottal stop. Various grammatical functions that the glottal stop performs are presented, along with an explanation of how it is gradually losing this role in Hualapai syntax. Finally, evidence from other Yuman languages (e.g., Mohave, Cocopa, Paipai, Diegueno and others) is used to show that this gradual loss of the syntactic role of the glottal stop is not unique to Hualapai. The data used in this analysis are taken primarily from Wares (1968), Hinton and Langdon (1976), and Watahomigie et al. (1982). Contains 19 references. (LB)

ED 342 260 FL 020 127

Folarin, Antonia Y.
Prefix "oni" in Yoruba.
PUB DATE- 88
NOTE- 11p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Morphemes; Morphophonemics; Nouns; *Prefixes (Grammar); *Structural Analysis (Linguistics); Uncommonly

and communication. Each unit includes specific competencies, grammar lessons, and pronunciation review. An addendum provides extra information on such subjects as print and cursive letters, irregular verbs, and measurements that can be applied throughout the book. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 282 FL 800 461

Excerpts from the "Facilitator's Guidebook." Appendix A and Appendix B.
PUB DATE- 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Classroom Environment; Comics (Publications); *English (Second Language); Guidelines; *Humor; *Lesson Plans; *Nontraditional Education; *Second Language Learning; Teaching Methods

The introductory pages from the "Facilitator's Guidebook" and the first 10 days of lesson plans translated into English comprise appendix A of this excerpt from a handbook for teaching English to adults. The purpose is to give the reader an idea of the guidebook's design and pattern of activities, as well as information about how the program's specific teaching methods--introducing, peer teaching, playing games, and testing--are applied in the adult education classroom. In addition, a few selected activities that do not occur until after day 10 of the curriculum are also included. Appendix B of the excerpt consists of a "training comic," which illustrates how the four teaching methods are translated into practice through representative activities from the "Facilitator's Guidebook." It contains all of the activities of the first day of class plus a few additional activities from days 2 and 3. During training the comic serves as a script for role playing the activities. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 342 283 HE 023 190

Nicolae, Valentin; And Others
Statistics on Higher Education. 1980-1985: A Study of Data on Higher Education and Research from the Countries of the Europe Region.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Students; Demography; *Educational Development; Educational Finance; Educational Improvement; Enrollment Trends; Foreign Countries; Foreign Students; Higher Education; *Research and Development; Statistical Data; Student Characteristics
IDENTIFIERS- *Europe

A statistical evaluation of higher education in Europe for the years 1980-1985 is presented with a synoptic view of the strategies and policies adopted by member states in development of their higher education systems. The extensive tabular and narrative data are presented in nine chapters divided into two

print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Black Colleges; Economically Disadvantaged; Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; Futures (of Society); Government Role; Graduate Study; Hearings; *Higher Education; Labor Force Development; Loan Repayment; Records (Forms); Science Instruction; Single Sex Schools; Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *North Carolina

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear testimony from higher education administrators and others from the state of North Carolina. The witnesses addressed a full range of issues concerning higher education and the role of the reauthorization including education of the labor force, reform of student financial aid, postgraduate education, institutional aid, historically black colleges and universities, minority access to higher education, science education, single sex education, loan repayment, and simplification of the application processes. Among those appearing were two students from North Carolina State University and the University of North Carolina respectively, as well as administrative offices of St. Augustine's College, Duke University, Western Piedmont College, North Carolina State University, Barton College, and the North Carolina Association of Independent Colleges and Universities. Officials representing a Raleigh computer institute, Wake Community College, the University of North Carolina, Saint Mary's College, and Meredith College, as well as two representatives to Congress from North Carolina and representatives of North Carolina Central University, North Carolina System of Community Colleges, and Shaw University also tetified. The prepared statements of the witnesses and supplemental materials are included. (JB)

ED 342 301 HE 025 272

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: Hilo, Hawaii. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Hilo, HI, July 1, 1991).
PUB DATE- 92
NOTE- 265p.; Serial No. 102-67. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Community Colleges; Economically Disadvantaged; Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; Futures (of Society); Government Role; Graduate Study; Hearings; Higher Education; Labor Force Development; Loan Repayment; Minority Groups; Records (Forms); Student Attitudes; Student Financial Aid; Student Loan Programs; Vocational Education; Vocational Schools
IDENTIFIERS- Congress 102nd; *Hawaii; *Higher Education Act 1965; TRIO Programs; University of Hawaii

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear education from 1984 to 1988. First, it compares the changes in the level of tuition at public institutions of higher education among the 50 states; second, it examines the change in state support for higher education as adjusted by the Higher Education Price Index; and, third, it combines these findings to provide an assessment of their joint impact on public higher education, and suggests some of the policy implications that arise from the findings. Major findings of the study indicated that 40 states had tuition increases at the same rate or faster than personal disposable income, and that state support for higher education decreased in 16 states and increased in 32 states. In addition, public sector tuition levels were found to have increased by 33.6 percent between 1984 and 1988, an average increase of $310 per student, while per capita personal disposable income increased $2,833 or 25.2 percent. (GLR)

ED 342 320 HE 025 291

Turner, C. M.
Responding to Change: The Need for Flexible College Structures and Practices. Mendip Papers 005.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; College Environment; Colleges; Curriculum Development; *Educational Change; Foreign Countries; Higher Education; Institutional Environment; Interaction; *Organizational Change; Organizational Climate; Planning; *Resistance to Change; Universities
IDENTIFIERS- United Kingdom

This paper considers, from a British perspective, organizational theory as it applies to colleges, and provides theoretical background for people involved in curriculum-led institutional development, as well as anyone concerned with college organization. Among the topics discussed are the following: (1) institutional resistance to change; (2) the organizational structure and its relation to the product or service of the school as well as the college sub-systems; (3) the problem of the demands of specialization versus concern for the organization as a whole; and (4) the many diverse interests and relationships that exist with the institution that are encountered among its members. Also discussed is the need to control the institutional environment when change is sought but some measure of stability is still desired. The last sections involve an examination of facilitating change when change is unavoidable, as well as the factors that are key to the success or failure of the curriculum or course innovations; and the question of how far the college can be structured and operated to facilitate the curriculum process. Contains 27 references. (GLR)

ED 342 321 HE 025 292

Kedney, R. J.; Fletcher, M. C.
Paying for Further Education. Mendip Papers 002.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 342 339 HE 025 313

Lie, Suzanne Stiver, Ed.; O'Leary, Virginia E., Ed.
Storming the Tower: Women in the Academic World.
PUB DATE- 90
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Economic Status; Employment Level; Females; Feminism; *Group Status; *Higher Education; Lesbianism; Mentors; Parent Role; Productivity; Sex Differences; Sex Role; Social Networks; Socioeconomic Status; *Women Faculty; Womens Studies
IDENTIFIERS- African Americans; India; Israel; Jordan; Netherlands; Norway; Turkey; United Kingdom; United States; West Germany

This book contains a collection of papers dealing with various aspects of the careers of women in academic life from an international, comparative perspective. Information detailing the status of academic women in nine countries is included along with analyses of these women's experiences in socio-historical context. The papers are grouped in four sections. The first section contains an introductory essay, "In the Same Boat? Academic Women around the World," written by the editors. The essays in the second session attempt to define the problem; they include: "Women in UK Universities: The Road to Casualization?" by Adrienne Aziz; "Women: The Academic Proletariat in West Germany and The Netherlands," by Anne C. Hawkins and Dagmar Schultz; "Women Connecting with Women: Networks and Mentors in the United States," by Virginia E. O'Leary and Judith M. Mitchell; and "Would More Women Make a Difference? Academic Women in Israel," by Nina Toren. The third section, on barriers to productivity, contains "Life Cycle, Career Patterns and Gender Stratification in Academe: Breaking Myths and Exposing Truths," by Diane E. Davis and Helen S. Astin; "The Juggling Act: Work and Family in Norway," by Suzanne S. Lie; and "Role Priorities and Career Patterns: A Cross-Cultural Study of Turkish and Jordanian University Teachers," by Feride Acar. The fourth section presents four papers that look closely a particular groups: "African-American Women in Academia: Paradoxes and Barriers," by Pamela T. Reid; "Beyond the Boundaries: Lesbians in Academe," by Celia Kitzinger; "In Two Worlds: Women Academics in India," by Veena Gill; and "Women Professors in the USA: Where Are They?" by Jennie Farley. The final section contains three papers that suggest solutions and alternatives: "To Make of Our Lives a Study: Feminist Education as Empowerment for Women," by Evelyn T. Beck; "A Feminist University in Norway," by Berit As; and "Strategies for Change," by Virginia E. O'Leary and Suzanne S. Lie. The book includes an index. Each of the papers includes extensive references. (JB)

ED 342 340 HE 025 315

Department of Education's Race-Specific Scholarship Policy. Hearings before the Human Resources and Intergovernmental Relations Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred Second Congress, First Session (March 20 and 21, 1991).
PUB DATE- Mar 91
NOTE- 114p.; Portions contain small, marginally legible print.

ED 342 359 IR 015 381

Williams, Warren; Merritt, Cathleen
Our Ten Favorite AppleWorks Tips.
PUB DATE- Nov 91
NOTE- 8p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Software; Database Management Systems; *Microcomputers; Spreadsheets; Users (Information); Word Processing
IDENTIFIERS- *AppleWorks

The monthly newsletter of the National AppleWorks Users Group (NAUG), "The AppleWorks Forum," serves as a clearinghouse for user-discovered applications and work-arounds. This article presents 10 of the most popular suggested applications for the program, including the development and use of word processing templates, the installation of multiple printers in AppleWorks, using cursor movement commands, controlling page breaks, creating categories in databases, customizing databases layout, using the Apple V command, printing text on labels, using spreadsheets, and mail merging. (DB)

ED 342 360 IR 015 390

Laasonen, Raimo
Modeling System Operators Affecting the Information Organizer of an Individual. Research Bulletin 77.
PUB DATE- 91
NOTE- 104p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Information Management; Information Theory; *Models; Operations Research; *Schematic Studies; Self Esteem; Social Environment; Systems Analysis; Tables (Data)

This report details a study performed as an interplay between modeling and reality which was designed to find operators that affect the information organizer of an individual in a social system. The operator is defined as a system element that affects other elements. The information organizer is defined as a coordinating interface between the social environment and the mind. A process model based on the Multiple Classification Analysis of Newcomb et al. was constructed and tested in empirical surroundings using 18 measurements and 20 subjects. When the process model proved to be inadequate, it was revised using 14 measurements and 23 subjects. Three different methods for analyzing the new empirical data were applied. A partial correlation was used for elaborating the direction of the effects of the variables; the coefficient of determination was used to reveal transformations of the variables; and the general distance index was used to map the dynamism of the process. The most significant operators in relation to the information organizer proved to be job experience, self-esteem, university students, and university teachers. The tests of the models were performed during 2 academic years in two student guidance courses at a university. The revised model was converted into a system model and an application was implied. (54 references) (Author/DB)

ED 342 361 IR 015 391

tests. The contents should be as much as possible designed for high interest and relevance. Extension activities for weaker and stronger students should also be included. Although a highly structured syllabus is desirable, it should not be restrictive and used to constrain imaginative teachers. The materials should be learning-centered rather than learner-centered and serve to make the teacher's instructional tasks easier to do. (Author)

ED 342 379 IR 015 412

Lenn, Marjorie Peace, Ed.
Distance Learning and Accreditation. Proceedings of a Professional Development Program (April 1991).
PUB DATE- Apr 91
NOTE- 40p.; Professional Development Series.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); Adult Learning; Delivery Systems; *Distance Education; Educational Legislation; Educational Quality; Educational Technology; Higher Education; Interaction; State Licensing Boards; *State Standards; Telecommunications

The Council on Postsecondary Accreditation (COPA) held a professional development program in the spring of 1991, which focused on distance learning and accreditation. This report contains the keynote address, given by Michael B. Goldstein, and six papers from that program. In the first paper, "Distance Learning and Issues of Educational Quality," Paula Hooper Mayhew argues that three concerns should be considered when addressing the requirements of distance education: the nature of teaching as a vocation, the nature of degree-program planning in higher education, and the nature of adult learning styles. In the second paper, "Accreditation and Authorization Issues," Kate Gulliver notes the concerns of and key issues for accreditors, state approving agencies, colleges, organizations, and employers, and offers suggestions to address the issues raised. In the third paper, "The Impact of Distance Learning on the Process of Accreditation," June Lester comments on the impact of distance learning components on the accreditation process, specifically self-study, the site visit, and interim monitoring procedures. In the fourth paper, "Distance Learning: Issues from the Perspective of a State Authorization Agency," Timothy M. Grieder discusses the role of state licensing boards in setting and maintaining state education standards, the interaction between the state and distance education institutions, and the concerns surrounding intrastate distance education. In the fifth paper, "Distance Learning: Implications for Accreditation," Steven Crow discusses the standards and criteria for distance learning and their implications for accreditation. In the final paper, "Summary: Distance Learning and the Implications for Accrediting Bodies and Accreditation," Allan O. Pfnister focuses on the broad concerns of regional and other accrediting agencies. (DB)

ED 342 380 IR 015 413

Wang, Chih
Information Technology: Opportunities and Challenges.
PUB DATE- 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

Loans; Library Acquisition; Library Collection Development; *Library Collections; *Library Services; National Libraries; Newspapers; Serials

IDENTIFIERS- International Federation of Library Associations

The 14 papers in this collection were presented at 6 sections of the Division of Collections and Services: (1) "Open Forum of the Division of Collections and Services Report of the Section on Acquisition and Exchange" (Ulrich Montag); (2) "Acquisition Policy of the USSR National Library Collection" (Z. P. Sorokina and S. M. Shpantseva, USSR); (3) "Acquisition Policies and Problems of Libraries in Nigeria" (Audrey B. Ojoade, Nigeria); (4) "Interlending in New Environments" (S. N. Prosekova, USSR); (5) "Interlending of Audiovisual Materials: Some Problems Needing Solutions" (Graham P. Cornish, UK; (6) "Modellversuch zur Verbesserung der Literaturversorgung Blinder und Sehbehinderter Studierender (Model Program for Improving the Provision of Literature for Blind and Visually Impaired Postsecondary Students)" (Rudolf Frankenberger, Germany); (7) "The System of Union Catalogues of Serials: State-of-the-Art and Prospects" (N. N. Kasparova and A. S. Chistyakova); (8) "The Development of International Standards: Exploring the ISO/IFLA Relationship" (Patricia R. Harris, USA); (9) "Sharing Information by Means of Standardization" (Helga Schwarz, Germany); (10) "Collection Development and Management Problems Associated with Russian and Slavic Newspapers: The Hoover Institution Library's Experience" (Judith Fortson, USA); (11) "The Newspaper Collection of the Lenin State Library and Its Opening and Access" (Olga Yadykina, USSR); (12) "The Lenin State Library of the USSR as a National Library and Official Publications" (T. V. Ershova); (13) "Control and Use of Rare Books Special Collections in the Largest Libraries of the USSR" (T. I. Kondakova); and (14) "Slavonic Rare Books and Manuscripts in the United Kingdom: History and Provenance" (Christine Thomas, UK). (MAB)

ED 342 399 IR 053 918

IFLA General Conference, 1991. Division of Management and Technology: Section of Conservation; Section of Information Technology; Section of Library Buildings and Equipment; Section of Statistics; Management of Library Associations. Booklet 6.

PUB DATE- Aug 91

NOTE- 50p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Databases; Electronic Mail; Evaluation; Facility Planning; Facsimile Transmission; Foreign Countries; Information Technology; *Library Administration; Library Facilities; *Library Services; National Libraries; Performance Factors; Preservation; *Technological Advancement; Telecommunications

IDENTIFIERS- International Federation of Library Associations

The eight papers in this collection were presented at five sections of the Division of Management and Technology: (1) "The State Conservation Programme (Concept Approach)" (Tamara Burtseva and Zinaida Dvoriashina, USSR); (2) "La communication a distance de banques d'images pour le grand public (Public Access to Image Databases via Telecommunications)" (Luce-Marie Albiges, France); (3) "Electronic Document Delivery and

Johnson-Blount, Theresa
Characteristics of Automated Acquisitions Systems in Organizations Belonging to the Association of Higher Education of North Texas.
PUB DATE- Aug 90
NOTE- 57p.; M.S. Thesis, Texas Women's University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Acquisition; *Library Automation; *Library Collection Development; Library Materials; Online Systems; Purchasing
IDENTIFIERS- *Texas (North)

This report presents the results of a study the objective of which was to determine how widespread automated acquisitions systems are in North Texas' Association of Higher Education (AHE) libraries and what the characteristics of these systems are. The paper is divided into five chapters. Chapter 1 provides an introduction to the paper and an overview of the study. In chapter 2 the review of the literature is discussed in four categories: (1) general bibliographies on acquisitions; (2) early automated acquisitions systems of the 1960s; (3) automated acquisitions systems in the 1970s; and (4) automated acquisitions systems in the 1980s. Chapter 3 identifies the methodology and includes the survey objectives and definitions of terms. The study findings and a discussion of the characteristics of libraries with automated acquisitions systems and the characteristics of the systems are given in chapter 4. Chapter 5 presents a summary of the study, its conclusions, and recommendations for further studies. Concluding the paper are a list of the AHE institutions, the survey cover letter, survey questionnaire, and a map of AHE North Texas Libraries. It is noted that two of the study's major conclusions are: (1) libraries are increasingly realizing the need to automate acquisitions; and (2) the library consortium can benefit from automated acquisitions because it significantly improves collection management, especially in times of budget cuts and escalating materials costs. (23 references/17 tables) (MAB)

ED 342 418 IR 053 944

Educational Quality Indicators: Annotated Bibliography. Supplement to the Second Edition--December 1990.
PUB DATE- Dec 90
NOTE- 64p.; For the Second Edition, see ED 320 596.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Outcomes of Education; School Effectiveness; Teacher Effectiveness
IDENTIFIERS- Canada; *Quality Indicators

This annotated bibliography of journal articles and documents on educational quality indicators contains approximately 120 entries arranged by the following topics: (1) Indicator Systems, including international, local/provincial/state, and national/federal systems; (2) Interpretive Framework (context, inputs, processes), including accountability, educational finance, educational reform and improvement, recommendations. The plan recommends $24,053,441 worth of work during the 5-year period between 1991 and 1996. (JMC)

ED 342 434 JC 920 111

Lehmann, Jean P.; And Others
Transition from School to Work: The Alternative Cooperative Education (ACE) Handbook.
PUB DATE- 91
NOTE- 210p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Cooperative Education; *Curriculum Development; Curriculum Guides; Disabilities; Educational Legislation; Educationally Disadvantaged; *Education Work Relationship; High Risk Students; High Schools; Program Descriptions; Program Guides; Program Implementation; Secondary Education; *Special Needs Students; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Colorado

Information is provided for individuals wanting to start or improve Alternative Cooperative Programs (ACE). The ACE program model was developed in Colorado to enhance the educational opportunities for special needs youth, maximize their abilities to live independently, and reduce their risk of dropping out. ACE programs serve handicapped and disadvantaged students at different age levels with different occupational needs. Though most ACE programs are at high schools, opportunity schools, and vocational-technical centers, community colleges and other postsecondary institutions are also eligible to apply for funding. The seven elements common to ACE organizational models are vocational assessment, educational planning, career and guidance advising, occupational experiences, transitional services, curriculum, and advisory committees. Chapter 1 describes the design of the manual; traces the evolution of ACE; offers advice on starting an ACE program, including information on relevant legislation; and presents guidance on needs assessment, long-range planning, and program evaluation. Chapter 2 provides guidelines for establishing assessment and advising programs; the educational planning process; for-credit occupational experiences; job development; and transition services to help students move from high school to postsecondary training and from home to more independent settings. Chapter 3 focuses on the ACE curriculum, including information on designing curricula, curriculum models, suggested program competencies, instructional methods, curriculum activities, and lesson planning. Finally, chapter 4 lists resources available to ACE coordinators, including information on individuals, agencies, and special programs. Appendixes provide a variety of forms, surveys, checklists, fact sheets, and other pertinent information. (JMC)

ED 342 435 JC 920 116

Donovan, Richard A.
Practices and Trends in Academic Transfer.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 92
NOTE- 6p.
LANGUAGE- English

surfacing among the colleges surveyed; compare academic codes of ethics with business codes of ethics, and predict trends. Codes of ethics or related documents were requested from 233 two-year colleges from all 50 states; 100 colleges submitted their codes of ethics and another 68 responded that they had no such documents. Of the codes submitted, 30 were for trustees, 26 for faculty, 5 for administrators (excluding the president), and 6 for students. Six colleges each forwarded the codes of ethics of the American Association of University Professors and the National Education Association, and 5 adopted the codes of their state university systems. The analysis of these codes found 76 elements, categorized as adopted college policies; laws or actions of employees which would be impacted by laws; employees and their behavior; political activity of employees or the colleges; community service by employees or the colleges; and administration and enforcement of the codes of ethics. The academic codes of ethics had 37 elements in common with the codes of ethics of America's largest corporations, including provisions related to conflict of interest, use of college/company assets/equipment, employment opportunities, and employment of relatives. Additional study findings included the following: (1) a few colleges had ethics commissions comprised of faculty and administrators who evaluated the code of ethics periodically; (2) a few colleges required administrators and faculty to sign a printed statement indicating they have received a copy of the code of ethics and agreed to comply with it; and (3) at some colleges, administrators and faculty were invited to serve as guest lecturers on ethical issues. A list of predicted trends in the adoption and use of codes of ethics in community, junior, and technical colleges is attached. (JMC)

ED 342 452 JC 920 136

Seabrook, John H., Ed.
Community College Humanities Review, 1991.
PUB DATE- Dec 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; *College Curriculum; Community Colleges; Curriculum Development; Curriculum Enrichment; *Humanities; *Humanities Instruction; Liberal Arts; *Literature; Religion Studies; *Scholarship; Staff Development; Two Year Colleges

Designed as a forum for the exchange of ideas on significant issues in the humanities, this annual journal presents articles written by two-year college faculty in the humanities disciplines. The 1991 issue includes the following: (1) "Why I Write and How I Teach," by Linda Ching Sledge; (2) "The Australian Character," by Carol L. Nelson-Burns; (3) "Contemporary British Drama: Gender and the Politics of Power," by Robert Turley; (4) "Bartleby the Scrivener as Alienated Worker," by Jack Wortman; (5) "Polar and Suprapolar: Karl Heim's Interactive Model of the Relationship between Theology and Natural Science," by Daniel W. Hackmann; (6) "Scholarship in the Community College: Checklists for Administrators and Faculty," by Evelyn Edson, James R. Perkins, and Isa N. Engleberg; (7) "A Secular Humanist Teaches the Bible," by Skip Lowery; (8) "George Washington Meets General Schwartzkopf: Designing Humanities Courses to Address the Crises of the '90s," by Julie Houston; and (9) "Repackaging the Humanities: Humanities as a World Religion Course," by Paul Benson. Eight book reviews are also included in the volume. (JMC) those in the areas of: (1) child care; (2) elder care; (3) alterative work schedules; (4) part-time employment and job sharing; (5) flexible workplaces, or "flexiplaces"; (6) leave sharing programs; and (7) flexible or "cafeteria" benefits plans. The role and responsibilities of federal agencies in implementing programs in each area are addressed. Also examined are ways in which the federal government can improve its status as a model employer in the work and family benefits area. The report concludes with several recommendations for improving the government's attractiveness as an employer in a reasonable, fiscally responsible manner. Appended are 99 endnotes, which include references, and a letter from the Director of the Office of Personnel Management with comments on the report. (GLR)

ED 342 471   PS 020 318

Meade, Anne
Boffins in Early Childhood Services.
PUB DATE- Sep 91
NOTE- 14p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; *Educational Policy; *Educational Quality; Ethnic Groups; Foreign Countries; Indigenous Populations; *Political Influences; *Preschool Education; Program Descriptions
IDENTIFIERS- *New Zealand

"Boffins" have been identified by the New Zealand educator Glen Gawith as the category of learners who "delight in unrelated fragments of knowledge for knowledge's sake," and "put these fragments into a framework and analyze them." This paper uses a boffin-like approach to examine aspects of early childhood education in Aotearoa, New Zealand. The following "fragments of knowledge" are discussed: (1) Bronfenbrenner's connections between public policies and children's development; (2) the success of the Maori's Te Kohanga Reo schools in setting up an educational movement that operates in line with the indigenous people's conceptions of childhood and upbringing; (3) the view that curriculum that responds to the cultural diversity of students constitutes a framework for assurance of high quality education; (4) the need for teachers to know the reasons why certain early childhood education practices are considered good; and (5) early childhood education that is in children's best interests. It is suggested that the interests of children are not being served by the New Zealand Statement of Desirable Objectives and Practices for early childhood centers, and that this statement is a threat to minority cultures. A recounting of ideological struggles regarding New Zealand's education of children provides a rationale for the early childhood community to maintain its collective involvement in counteracting public policies and practices that are detrimental to children, women, and cultural diversity. Contains 23 references. (LB)

ED 342 472   PS 020 321

Kiemel, Karen B.; Bogat, G. Anne
Assessing Preschoolers' Fears Following a Sexual Abuse Education Program.
PUB DATE- Aug 91
NOTE- 13p.; Paper presented at the Annual Convention of the

childhood education in isolated areas. There are currently nine such units operating under the jurisdiction of the Ministry of Education. Each unit is comprised of two kindergarten teachers who travel with equipment to several communities each week. A study undertaken in 1988 obtained data for evaluating the effectiveness of the mobile units. Data for each unit were gathered by means of observations of teachers, children, and parents; teacher interviews; and parent questionnaires. Formal results of this study are presented in this volume. Results discussed include: (1) the work-related views and experiences of teachers; (2) the nature of the interactions between teachers and children, and teachers and parents; (3) the views of parents and parents' committees on mobile preschool units; and (4) an administrative perspective on mobile preschool units. Appendixes include a list of the members of the advisory committee and background information on the preschool teachers. A total of 27 references are listed. (BC)

ED 342 491 PS 020 356

Kennedy, Shelley; And Others
Mobile Pre-School Units in New Zealand. Volume II: A Series of Case Studies.
PUB DATE- Apr 91
NOTE- 633p.; For Volume I, data on the mobile units, see PS 020 355. A four-page "brief overview" has been inserted at the front of the report.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Community Characteristics; Educational Equipment; Educational Facilities; Foreign Countries; *Kindergarten; *Mobile Educational Services; *Outreach Programs; Parent Role; Preschool Children; *Preschool Education; Preschool Teachers; *Program Descriptions; Program Evaluation; School Community Relationship
IDENTIFIERS- *New Zealand

This text, the second of two volumes that describe results of a 1988 study of mobile preschool units in New Zealand, presents a series of descriptive case studies of the nine mobile preschool units operating in New Zealand. A major purpose of the case studies is to show similarities of and differences between the units. Factors accounting for differences between units include the nature of the communities served, the extent of community interest in the units, and the number of children in the units. The profiles typically describe: (1) the background of the unit; (2) needs and characteristics of the communities served; (3) the role of parents; (4) the population of children and parents served; (5) the unit's equipment and facilities; (6) the unit's weekly venue; and (7) activities in the sessions held in the unit. (BC)

ED 342 492 PS 020 360

Thayer-Bacon, Barbara J.
Children Should Be Heard: Developing an Open-Minded Foundation in the Early Years.
PUB DATE- Feb 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

instructional approaches with adaptations for students' individual needs. Program options and types of current programs are described. Tables list types of intervention strategies used by programs for K-3 at-risk students in the following categories: curriculum and instruction, extended school services, parent involvement, staff development, staff additions, and services. Various state approaches to funding are then summarized. These include competitive discretionary grants, unit allocations, categorical grants, indexes of need, and equalized per pupil allocations. A discussion of incentives and disincentives of need-based funding alternatives is followed by an examination of program evaluation criteria. Major policy issues are also considered. Contains 60 references. (LB)

ED 342 510 PS 020 408

James, William H.; And Others
Homelessness: Its Impact on African American Children, Youth, and Families.
PUB DATE- Oct 91
NOTE- 15p.; Paper presented at the Annual Conference of the National Black Child Development Institute (21st, St. Louis, MO, October 23-25, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; At Risk Persons; Black Family; Black Mothers; *Blacks; Black Youth; Educational Needs; Elementary Secondary Education; Health Needs; *Homeless People; Housing Needs; One Parent Family; Poverty; *Psychological Needs; Racial Differences; *School Role; Social Isolation; *Urban Areas
IDENTIFIERS- *African Americans; Case Management; Continuity; Mainstreaming the Disadvantaged; Maslows Hierarchy of Needs; *Washington (Seattle)

This paper presents findings from a 1991 study that collected descriptive data on over 209 African-American homeless children and youth in Seattle, Washington. A review of the literature indicates that disproportionate numbers of African-Americans are homeless. Discussion in the paper concerns risk factors and conditions that affect African-American families. These include race, poverty, unemployment, lack of marketable skills, social isolation, victimization, psychological pressure, and lack of emotional support for single African-American mothers. Data for the study discussed were gathered as a part of a district evaluation study of homeless children and youth at seven sites that were designated by the district to serve homeless children and youth. Services were intended to: (1) assure homeless children and youth access to schools; (2) provide continuity in education; (3) address basic needs, including food, clothing, shelter, and health care; and (4) provide for children's social, psychological, and educational needs. The findings indicate that African-Americans are over-represented in the homeless population and tend to live with a single-parent mother. It is concluded that the risk factors need to be considered at federal, state, and local levels, and that advocacy efforts for African-American single mothers should focus on providing social and psychological support and educational and employment opportunities. Appended are 11 references and related materials. (GLR)

Program Reports detailing activities the student has completed to be a more successful student. The student meets with the Counseling Center, the student's advisor, and with each current professor three times during the semester. The Individual Academic Assistance Work program includes activities designed to help the individual raise his or her grade point average. Self-assessment is encouraged through a personal record of efforts made to raise the student's grade point average. The document contains: (1) suggestions for academic assistance participants; (2) a weekly report sheet; (3) a statement of understanding for probation students; (4) a tracking sheet for the retention office; and (5) a form letter to the registrar's office requesting information about a student. (KS)

ED 342 528 RC 018 480

Kern, Sherry J.; And Others
Rural Educators Helping Themselves as Teacher Researchers.
PUB DATE- 20 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Classroom Research; *College School Cooperation; Educational Research; Elementary Secondary Education; *Financial Support; Higher Education; *Rural Schools; School Districts; *Teacher Participation
IDENTIFIERS- *Collaborative Research

This paper traces the role of the classroom teacher in the development of educational research and presents a study surveying funded research conducted by classroom teachers in a number of rural Arkansas school districts. Historically, there has been a lack of reporting of research studies attributed to classroom teachers. Action research is a current attempt to collaboratively involve teachers and teacher training institutions in research. Collaborative research is part of the teacher-as-researcher movement. In this partnership, classroom teachers team up with more traditional researchers who tend to be university-based. This relationship takes advantage of the different expertise and perspectives each partner brings to the situation. To study funded research conducted by teachers between 1986 and 1991, a questionnaire was sent to 11 rural Arkansas school districts. Data were analyzed by: (1) size of the community in which the schools are located; (2) funding sources; (3) year of funding; and (4) elementary or secondary level. Large school districts generally were able to receive more funding than small districts. Elementary schools secured more overall funding than secondary schools, primarily through private sources. Overall, smaller schools had a more limited funding base. There was a significant increase in funds secured during the last two reporting years. Teacher researchers from small communities may need to establish links with local businesses to gain financial support for classroom projects and to actively seek support for small research grants. (KS)

ED 342 529 RC 018 481

Midkiff, Ruby; And Others
Alternative Methods of Math and Social Studies Instruction for At-Risk Students Based on Learning Style Needs.
PUB DATE- 20 Mar 91

Effectiveness; Teaching Skills
IDENTIFIERS- Oregon

This paper describes a staff development model that was designed and implemented to address the professional training needs of staff working with autistic children in rural, northeastern Oregon. The county coordinator of child development and school psychology and the regional autism specialist held monthly, multidisciplinary professional meetings to provide training, problem-solving strategies, and networking opportunities for staff members. The meetings focused on autism and were structured to facilitate cumulative learning. Teachers reported that they and their students benefited from the meetings and requested that meetings resume at the beginning of the next school year. The success of these meetings was attributed to information presented in manageable amounts, opportunities for discussion and follow-up, and the availability of the regional autism specialist who assisted teachers in implementing new classroom strategies. The training, education, and organizational styles of the two facilitators responsible for conducting the meetings complimented one another. This combination of abilities aided communication between the facilitators and participants. The meeting schedule of 1 hour was maintained to accommodate most staff members who had to travel a minimum of one-half hour to participate. This model continues to be successful for staff working with the increased autistic population in this rural area. (LP)

ED 342 546 RC 018 498

Wienke, Wilfred D.; And Others
Social Skills Instruction in Rural Schools: Factors Effecting Implementation.
PUB DATE- 19 Mar 91
NOTE- 8p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; High Schools; *Interpersonal Competence; *Program Attitudes; Prosocial Behavior; Regular and Special Education Relationship; Rural Schools; *Special Education Teachers; Teacher Attitudes; Teacher Education; *Teacher Role
IDENTIFIERS- *Social Skills Training

This paper reports a study of teachers' attitudes toward implementation of social skills instruction. Twenty-eight regular and special education teachers from a rural southwestern high school voluntarily responded to a questionnaire. Teachers reported a preference for proactive, comprehensive social skills activities implemented as part of a standard program. Teachers were split between wanting to conduct social skills instruction as a discrete content area and wanting to integrate social skills instruction with other content areas. Resources to support social skills instruction, availability of inservice training, and time for planning social skills activities were lacking. Teachers reported that their family backgrounds and experiences as educators had been most helpful in developing support of social skills instruction. While a few teachers felt that social skills instruction should not be their responsibility for mainstreamed handicapped children, the majority felt it should be a shared responsibility between special educators and regular educators.

the perceptions of multigrade instruction of principals and teachers, the following issues are emphasized: (1) teachers need special methods and must be well organized to teach; (2) teachers should be trained to teach multigrade classrooms; (3) teachers should be prepared to use cross-age tutoring; (4) social studies and science instruction need special adaptations; (5) there is a need for teaching materials; (6) there is a need for individualized teaching; and (7) incentive should be provided for multigrade teachers. Typically found in rural areas, multigrade classes range from one-room schools spanning five or more grades, to more typical elementary schools with combination classes of two grade levels. Studies of instruction in multigrade classrooms across rural America reveal that teachers use various methods to juggle the wide levels of student needs. Six key variables affecting successful multigrade teaching identified in the research were: (1) classroom organization that facilitates student learning, independence, and interdependence; (2) classroom management and discipline that emphasize student responsibility for their own learning; (3) instructional organization and curriculum that allow for a maximum of cooperative and self-directed student learning; (4) instructional delivery and grouping that improve the quality of instruction; (5) self-directed learning strategies; and (6) peer tutoring. (KS)

ED 342 564 RC 018 517

Sanspree, Mary Jean; Kelley, Pat
Preparing Personnel To Serve Students with Visual Handicaps in Rural Areas: Two Preservice Alternatives.
PUB DATE- 17 Mar 91
NOTE- 24p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Higher Education; *Outreach Programs; *Rural Areas; *Special Education; *Teacher Certification; Teacher Education; Teacher Shortage; *Visual Impairments

This report describes different methods used by the University of Alabama at Birmingham (UAB) and Texas Tech University to provide training to rural teachers in serving students with visual impairments. Distance education is well-suited to the problem of rural personnel preparation. UAB uses videotaped lessons in conjunction with on-campus classes, while Texas Tech uses an outreach training model. Both programs provide education through education service regions. Eighteen quarter hours of credit constitute the specialized training in serving students with visual impairments in Alabama while 21 semester hours are required in Texas. In addition, Texas Tech has an orientation-and-mobility program that includes some of the vision-sequence courses plus four advanced orientation-and-mobility courses and an additional practicum and internship. The UAB program supplements a traditional campus-based class by adding "expert" information via video. Videotaped cassettes are mailed to students along with study guides containing assignments, an evaluation component, and a listing of local resources. The Texas Tech outreach program involves the instructor traveling with materials to a rural region, and holding classes. Financial support for the coursework and travel is provided through a federal grant and state funds for the 1991 conference of the Association for Experiential Education. Both articles and workshop summaries are categorized into the similar areas of: (1) open track, an outline of curriculum and models for training volunteer practitioners; (2) adventure alternatives track, discussing specific therapeutic use of adventure activities; (3) arts and performance track, describing mask making and ritual performance; (4) corporate adventure track, describing programs organized by business corporations; (5) cultural, social and ethnic diversity track, reporting on exchange programs with Soviet experiential educators; (6) environmental issues track, addressing linkage to environmental education; (7) management and administration track, introducing computer application in management; (8) outdoor leadership track, discussing staff career development; (9) programming with disabilities track, advocating for out-reaching programs for people through the use of llamas; (10) research and development track, reports on new programs and survey research of programs and managers; (11) safety track, talking about accident prevention and medicine; (12) schools and colleges track, discussing experiential education in traditional school settings; (13) spiritual, moral and ethical track; and (14) women in experiential education track. (KS)

ED 342 582 RC 018 572

Hobbs, Stephen
Volunteerism: You Say!
PUB DATE- Oct 91
NOTE- 13p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Human Resources; Leisure Time; *Models; *Organizations (Groups); *Volunteers; *Volunteer Training; Well Being; Workshops
IDENTIFIERS- *Volunteer Management; Wellness

This paper discusses the volunteer resources system and presents key models used in the field of volunteer resources for experiential education. For volunteer practitioners to encourage volunteer involvement, they must understand the body of knowledge, the vision, the system, and the people involved directly and indirectly in voluntary service. Several models support the understanding of the volunteer resources system. The Amoeba and the Path-of-Shared-Learning models show the fluidity of the individual, organization, and subject as it moves through time and space. The Perspective Map considers a subject such as recruitment according to ecological, ideological, resource, practical, temporal, geographical, and consumer perspectives. The Function Path includes the following functions that are common to the operation of a subject: (1) leadership (2) communication (3) human resources (4) management (5) governance (6) administration (7) development and (8) evaluation. The Definition Map combines the Perspective Map and the Function Path. The Wellness Clover presents volunteerism in terms of wellness, leisure, work, and basic life needs. A collective model outlines the stages in the process of volunteerism. Components of a volunteer resources system process include pre-stage activities such as recruitment and interview, training in the "during stage", and the exit

PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Algebra; Cognitive Development; Division; *Elementary School Mathematics; Elementary Secondary Education; *Learning Problems; *Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Remedial Mathematics; *Secondary School Mathematics

Math Notebook is a publication issued 10 times a year, with each issue focusing on a particular learning problem in mathematics and its diagnosis and remediation through practical, workable strategies for use by teaches, parents, and tutors. All the articles were written by Mahesh C. Sharma, with the exception of "The Japanese Soroban," by Frances R. Metallo. Topics included are: (1) "What Should We Do: U.S. Pupil Lag in Math Ability"; (2) "Problems in Algebra: Part One (Why Some Students Have Difficulty in Learning Algebra)"; (3) "Problems in Algebra: Part Two: Word Problems Involving Linear Equations"; (4) "Reversal Problems in Mathematics and Their Remediation" (indicating that some early grade students have difficulty in reversal of numerals, letters, and geometrical shapes); (5) "How to Take a Child from Concrete to Abstract"; (6) "Levels of Knowing Mathematics" (including intuitive, concrete, representation, abstract, application, and communication levels); (7) "Division: How to Teach It?"; (8) "The Japanese Soroban: A Tool that Enhances Instruction through Concrete Learning" (dealing with teaching the abacus); (9) "Ontogeny Takes Over Phylogeny: How Do We Learn Arithmetic?"; and (10) "Mathematics Culture." (YP)

ED 342 601 SE 051 035

Dunn, Pat
Math Trivial Pursuit: Intermediate Level. A Good Apple Math Activity Book for Grades 4-6.
PUB DATE- 89
NOTE- 69p.; For Junior High Level, see SE 051 100.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Computation; *Educational Games; *Elementary School Mathematics; Geometry; Intermediate Grades; Learning Activities; *Mathematical Concepts; Mathematics; Mathematics Education; *Mathematics Materials; *Mathematics Skills; Mathematics Tests

The purpose of this activity book is to provide fun while learning and reinforcing mathematics in the following categories: (1) mathematical concepts and applications; (2) mathematical computations; (3) geometry; and (4) mathematics for daily living. A gameboard and playing cards are provided in this book. A die, pawns, and a container for the cards are needed for the game. Rules for play and tally sheets are provided. This book contains 232 game cards with four questions and answers per card. (YP)

ED 342 602 SE 051 100

Dunn, Pat
Math Trivial Pursuit, Junior High Level. A Good Apple Math Activity Book for Grades 7-9.
PUB DATE- 89

one. These occasions were analyzed separately. Also, an analysis was conducted across occasions in order to track what happened to pieces of content across time and sessions. The findings that emerged from the analysis across occasions was especially informative and useful. A major piece of content tracked was "niche," a fundamental construct in environmental science. The development of niche, which spanned 16 class sessions, began on the first day, moving from an exploration of roles, especially the powerful roles humans have in the ecosystem, and going on through the various representations of content of niche, population change, and entropy as each evolved over the course of instruction. The findings indicate that instruction when studied in the contexts in which students experience it, is not an inert instructional variable, but rather that the dynamic nature of content can exist in an experienced curriculum. Therefore, asssumptions about what the content is in a classroom may be vulnerable to much variation. (Contains 20 references). (AA)

ED 342 622 SE 052 032

Luallen, Janet; Leonard, Douglas
Using What We Are Learning about Learning: Talking Less and Listening More: A Means of Helping Students Make Sense of Science.
PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; Concept Formation; Cooperative Learning; Junior High Schools; *Listening Skills; *Misconceptions; Program Descriptions; Questioning Techniques; Science Education; *Teaching Methods
IDENTIFIERS- *Concept Mapping; *Wait Time

The goal of the Toledo, Ohio, Support Teacher Programs has been to improve the learning of math and science concepts at the junior high school level. This goal involves some basic changes in the way teachers interact with each other and with their students. The greatest changes have been in the movement away from the lecture-note-taking-test-taking cycle and in overcoming teaching isolation. The study of research materials dealing with misconceptions and conceptual understanding, especially the work of J. Nussbaum (1985) had a particularly strong impact and led the teachers to emphasize the exposure of misconceptions in their own classrooms. Because traditional approaches had not worked, the teachers realized that they needed to become better listeners; to accomplish this they adopted the following techniques from the literature: (1) using better questioning methods, working on student and teacher listening skills, making the students do the work without supplying the "right" answer; (2) concept mapping to improve understanding; (3) cooperative learning; and (4) making students write to enhance sense-making. Benefits observed from the use of these techniques, each of which is described in detail, were the following: (1) students become actively engaged in constructing their own meaning; (2) positive interactions occur among students; (3) students display a positive attitude about science; (4) students take more responsibility for their own learning; (5) students feel free to question and probe in a nonthreatening atmosphere; (6)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Analytic Geometry; *Curriculum Development; Curriculum Evaluation; Geometric Concepts; High Schools; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Minimum Competencies; Student Educational Objectives; Trigonometry; *Vocational Education; Vocational Schools
IDENTIFIERS- Connecticut State Department of Education; Graphing (Mathematics)

In 1988-89 the Connecticut Vocational-Technical School System initiated a program for the ongoing review and upgrading of all trade and academic curricula used in the system's 17 schools to insure that each curriculum is consistent with current standards. Every 3 years the Curriculum Steering Committee for the trade or academic subject conducts a review and an analysis to identify outdated content, approaches, or materials. The revised curriculum incorporates the latest thinking of instructors who teach the subject, suggestions from authorities in the mathematics field, and current instructional approaches in the field of education. This curriculum is intended as a plan for learning topics in algebra, trigonomery, and geometry, and as an aid to the mathematics instructor to prepare students for membership in society. The document is separated into several sections: the Vocational-Technical School Mathematics Sequence; Career Relationships and Requirements; Instructor's Goals; Students' General Competencies; a Common Core of Learning; Personal Goals for Students; Pre-Tech Math History; and a series of 30 units in 3 categories--algebra, trigonometry, and geometry. Each unit provides suggested instructional time, unit objectives, and a list of student competencies required of students after completing the unit. The first category contains 11 algebra units discussing the topics of word problems, factoring, fractions, fractional equations, systems of equations, graphing, exponents, radicals, quadratic equations, inequalities, and ratio, proportion, and variation. The second category contains 11 trigonometry units discussing the topics of trigonometric ratios, right triangles, functions of angles of any size, trigonometric identities, radius measure, special angles, composite angle formulas, solving oblique triangles, vectors, and graphs of trigonometric functions. The final supplementary category contains eight geometry units dealing with plane figures, measurement, the right triangle, circles, prisms, cylinders, pyramids and cones, and the sphere. Computer software and a textbook are suggested. (MDH)

ED 342 640 SE 052 401

Workplan for European Centre for Environment and Health: Report on a Working Group (Rome, Italy, October 29-31, October 1991).
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Environmental Education; *Environmental Research; *Environmental Standards; Foreign Countries; *Information Systems; *International Cooperation; *Program Implementation
IDENTIFIERS- *Environmental Health; *Environmental Issues; Europe; Italy

After the European Charter on Environment and Health was approved at the Minsterial Conference in Frankfurt-am-Main, in December 1989, the World Health Organization (WHO) and the Italian

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; *Calculators; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Data Analysis; Decimal Fractions; Discovery Learning; Division; Educational Technology; *Elementary School Mathematics; Enrichment Activities; Evaluation Methods; Fractions; Functions (Mathematics); Geometry; Grade 5; Grade 6; Intermediate Grades; Lesson Plans; Mathematical Enrichment; Mathematical Logic; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Multiplication; Number Concepts; Percentage; Probability; Problem Solving; Ratios (Mathematics); Small Group Instruction; Statistics; *Teaching Methods; Units of Study
IDENTIFIERS- Calculators and Mathematics Project CA; *Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The Calculators and Mathematics Project, Los Angeles (CAMP-LA), funded by the National Science Foundation for developing use of technology in the classroom, developed curriculum materials focused solely on the use of calculators. The project was developed in three stages. The first stage studied the mathematics curriculums from different states and identified topics that are not included but should be if every student had a calculator, topics treated in too much detail, and topics no longer appropriate. Based on this information, CAMP-LA compiled a prototype curriculum organized by grade level to be consistent with the "California Mathematic Framework" strands. The second stage developed lessons to cover the topics through the curriculum. The third stage field tested these lessons in various parts of the country. This book is composed of lessons for grades 5-6 in the series. The introduction gives an overview of CAMP-LA, information on how to use the lesson plans, a discussion of assessment approaches, and a scope and sequence for the book. The remainder of the book is composed of 43 lessons in four chapters: Patterns and Functions, Logic/Statistics and Probability, Measurement/Geometry, and Number/Algebra. Each lesson is broken down into three sections. The three sections are labeled: "Grade", including grade level, strand, skill required, and purpose; "Management", including class organization, time frame, materials needed, vocabulary, and prerequisite skills; and "Lesson" including suggestions for directed instruction, guided practice, independent practice, evaluation, and home activity. (MDH)

ED 342 657 SE 052 578

Pagni, David, Ed.
CAMP-LA: Book 4, Grades 7-8. Calculators and Mathematics Project.
SPONS. AGENCY- California State Univ., Fullerton.; Los Angeles Unified School District, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- 91
NOTE- 363p.; For related documents, see SE 052 574-577.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Arithmetic; *Calculators; Classroom Techniques; *Curriculum Development; Curriculum Enrichment; Data Analysis; Decimal Fractions; Discovery Learning; Division; Educational Technology; Enrichment Activities; Evaluation Methods; Fractions; Functions (Mathematics); Geometry; Grade 7; Grade 8; Junior High Schools; Lesson Plans; Mathematical

school preparatory 6-year-old preschoolers. Each chapter contains an organizational outline, suitable teaching methods and techniques, methods for cultivating children's elementary mathematical notions, sample lesson synopses incorporating those notions, and supplementary lesson materials. (JJK)

ED 342 675 SE 052 723

Davydov, V. V., Ed.
Psychological Abilities of Primary School Children in Learning Mathematics. Soviet Studies in Mathematics Education. Volume 6.
PUB DATE- 91
NOTE- 376p.; For volumes 1 and 2, see ED 318 632-633; for volumes 3-5, see SE 052 720-722. Originally published in 1969 by Prosveshchenie, Moscow as Psikhologicheskie vozmozhnosti mladshikh shkol'nikov v usvoenii matematiki. Produced as part of the Survey of Applied Soviet Research in School Mathematics Education at the University of Chicago.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Algebra; Arithmetic; *Cognitive Development; *Concept Formation; *Concept Teaching; *Educational Psychology; Elementary Education; Elementary School Mathematics; Foreign Countries; Fractions; Learning Strategies; Mathematics Education; Mathematics Instruction; *Number Concepts; Problem Solving; Teaching Methods
IDENTIFIERS- *Conceptual Frameworks; Mathematical Notation; *USSR

This is volume 6 of the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. This book contains both a theoretical examination of the connection between instruction and the development of children, and experimental data on a definite solution to the problem with material for teaching mathematics, Russian language, and working in the primary grades. Teaching mathematics in the primary grades includes, on the one hand, acquainting children with the idea and rules of performing the four arithmetic operations, and on the other hand, teaching them how to become problem solvers. Specific psychological questions connected with the construction of these two parts of the mathematics curriculum are considered in the two parts of this book. Using the example of the operation of multiplication (chapter 1) and the number concepts of fractions (chapter 2) and concrete numbers (chapter 3), the first part analyzes a structuring of children's activities that is equivalent to the socially established sources for this operation and these concepts with critical side analyses of related conceptions commonly accepted in teaching manuals and handbooks. The second part of the book examines the place of arithmetic and algebraic methods in teaching primary school students to solve work problems. Chapter 4 describes a work system in which children from the first to the fourth grades learned problem solving solely on the basis of linear equations in one variable. Chapter 5 extends this notion to generalized methods for problem solving with algebraic notation. Chapter 6 describes the basic operations underlying the ability to compose equations and outlines the stages in their formation in students in the first through fourth grades. (JJK)

ED 342 676 SE 052 744

The High Stakes of High School Science.

Idaho Elementary Music Course of Study: A Guide for Excellence in Music Education.
PUB DATE- Jul 89
NOTE- 88p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Content; Curriculum Development; Educational Objectives; Elementary Education; *Excellence in Education; *Music Education; *State Curriculum Guides; Student Educational Objectives
IDENTIFIERS- *Idaho

Designed to present the content requirements needed to satisfy K-8 proficiency expectations in music for the state of Idaho, this course guide identifies four overall goals for students to strive to achieve. In goal 1, students will perceive and understand the elements of music, including rhythm, melody, harmony, tempo-dynamics, form, and timbre. Goal 2 states that students will develop skills in performing, creating, and listening to music. Goal 3 declares students will gain an understanding of mankind's rich heritage of music and its development throughout history. In goal 4, students will grow in appreciation, enjoyment, and discrimination of music. In each grade and for each goal and goal subpart, different objectives are put forth to help students at a particular grade level achieve the goal. The four overall goals also have been used to structure the scope and sequence plan for teaching music to K-8 students. A number of appendices are included: (1) condensed glossary; (2) general glossary; (3) resource materials (24 items); and (4) state songs. (DB)

ED 342 696 SO 021 741

Pendleton, Murray
Police-Teacher Partnership Guide.
PUB DATE- 89
NOTE- 130p.; Appendix B, "Recommended Additional Resources" is not included.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *High Schools; Law Enforcement; *Law Related Education; *Police; Police Community Relationship; *Police Education; *Police School Relationship; School Attitudes; Youth Programs
IDENTIFIERS- *Connecticut (Waterford)

Several years ago the police department of Waterford, Connecticut and the local school administration viewed with great alarm the increasing tendency of school age youth to mistrust and misunderstand the criminal justice system. A program entitled "Freedom and the Law" was developed in response to this concern. The project was designed to meet a number of goals including instructing the students of the Waterford (Connecticut) public school system in police related topics such as safety and law enforcement and to help students better understand the role of the police in modern society. The program is now a formal component of the Waterford public school system's curriculum and is administered cooperatively by the Police Department and the Board of Education. This guide

Taught Languages; *Yoruba

The advantages of analyzing the Yoruba prefix "oni-" as two morphemes, "o-" and "ni-" are discussed, and it is shown why it is better to analyze it as an inseparable, single morpheme rather than two separate morphemes. "Oni-" is the only class-maintaining prefix in Yoruba, and is the only prefix attached to a noun to form another noun. Evidence is shown to support the explanation of "oni-" as a single morpheme. Many examples exist in Yoruba to show that there are nouns that have the structure "oni   x" but the "ni   x" counterparts either do not exist or sound awkward. Contains 15 references. (LB)

ED 342 261   FL 020 128

He, Zili
The Study of Minority Languages in China.
PUB DATE- 88
NOTE- 12p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancient History; *Chinese; Dialects; *Ethnicity; Foreign Countries; Government Role; Grammar; *Language Research; *Minority Groups; National Programs; Political Influences; Written Language
IDENTIFIERS- *China

The study of minority languages in the People's Republic of China, in the form of organized governmental research since the 1950s, has resulted in the recent publication of more than 50 descriptive grammars. Although some practical purposes of the study were achieved, such as the identification of ethnicity and orthographic design and reform, Chinese linguists were criticized during the Maoist period as being guided by Western bourgeois theories and methods. Such political interventions were detrimental in the past; however, things have gradually been changing for the better since the end of the Cultural Revolution. This paper introduces current research organizations and their major tasks. Most current studies on minority languages in China are carried out by specialists working at institutes for "nationalities," which is the English translation used in China for the notion of "ethnicity." Among the major tasks are the following: examining unstudied/unknown languages or dialects of minority languages; writing or revising descriptive grammars and dictionaries; studying minority language instruction and translation; studying ancient minority language writing systems; and studying mutual influences among languages, bilingualism, and pidginization. Contains 9 references. (LB)

ED 342 262   FL 020 129

Kim, Hee-Seob
Lexical, Functional Grammar Analysis of Korean Complex Predicates.
PUB DATE- 88
NOTE- 18p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjectives; Foreign Countries; *Korean; *Lexicology; Semantics; *Structural Analysis (Linguistics); *Syntax; *Transformational Generative Grammar; Uncommonly Taught

parts--Part I on higher education in the Europe region during this period, and Part II on research and experimental development (R & D) in Europe during this period. Chapters have the following titles: (1) "Higher Education in the Context of Demographic Evolution"; (2) "Evolution in the Structure of Student Enrollment"; (3) "Foreign Students Enrolled in the Countries of the Europe Region; (4) "Statistical Data on Higher Education Graduates"; (5) Higher Education Teaching Staff and Student/Teacher Ratio"; (6) "Expenditure on Higher Education"; (7) Research and Experimental Development (R & D) in the Context of Higher Education"; (8) "Human Resources Engaged in R & D"; (9) "The Expenditure for R & D." Contains 19 references in Part I and 10 references in Part II. (SM)

ED 342 284   HE 025 154

Griesbach, Brian Russell
Administrative Control Exercised by Academic Deans.
PUB DATE- 90
NOTE- 27p.; Doctoral Dissertation, University of Wisconsin, Madison.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Deans; *Administration; *Administrator Attitudes; Administrator Evaluation; *Administrator Role; *College Administration; College Environment; Higher Education; Interviews; Organizational Objectives; Personnel Management; School Size; Supervision

This doctoral dissertation reports on a study that examined the perceptions of the relative use by academic deans of six primary administrative control mechanisms. The effects of four known determinants of organizational control use were gathered from a sample composed of both faculty and administration from four public postsecondary institutions. (The schools ranged in size from small to large, had from 5 to 69 departments, and were all within the University of Wisconsin System.) Findings indicated that goals, traditions, and the environment are major factors influencing control use by deans, with size and technology affecting control to a lesser extent. Specifically, the three major determinants of control (goals, traditions, and environment) were found to affect the deans' use of both hierarchical and non-hierarchical forms of administrative control. Findings further suggested that the aggregate effect of these three major determinants of control use, across institutions and school types, resulted in the greater use by academic deans of hierarchical forms of control compared to non-hierarchical forms. Overall, it was concluded that academic deans use multiple means of control or influence in their work and that a range of factors determines their use of these controls in academe. Contains 51 references. (Author/GLR)

ED 342 285   HE 025 208

Mulcahy, Robert F., Ed.; And Others
Enhancing Learning and Thinking.
PUB DATE- 91
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; Curriculum Development; Educational Environment; Elementary

testimony from higher education professionals, business people, and students in the state of Hawaii. In particular the witnesses, grouped in seven panels, testified to the needs of citizens in Hawaii and in the larger Pacific area. The first panel consisted of five officials from the University of Hawaii (UH) who spoke about the needs and plans of that institution, the diverse nature of the student body at UH, and recommendations for the reauthorization. The second panel contained representatives from Hawaii's community colleges testifying on the concerns of those institutions. The third panel included a college admissions counselor from a local private high school and a student support services program director from UH speaking on preparing, informing and counseling high school students and on the Special Programs for Students from Disadvantaged Backgrounds. The fourth panel of witnesses included three financial aid administrators from institutions around the state and the president of a private career school whose testimony concerned the financial aid needs of students and proposals for changes or reauthorization of various federal student aid programs. On the fifth panel were a state director on vocational education, a UH administrator, a representative of the local building and construction industry and a representative of a local carpenters union all speaking about developing the workforce. The sixth panel consisted of two student loan administrators addressing proposed changes to the legislation. The last panel was made up of students from UH testifying to the needs of low-income, disabled and non-traditional students. The prepared statements of the witnesses and of those not able to attend as well as letters and supplemental materials are also included. (JB)

ED 342 302 HE 025 273

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965: South Bend, Indiana. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (South Bend, IN, July 26, 1991).
PUB DATE- 92
NOTE- 182p.; Serial No. 102-78. Portions contain small/light print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Community Colleges; Economically Disadvantaged; Educational Finance; Federal Aid; *Federal Legislation; Federal Programs; Futures (of Society); Government Role; Graduate Study; Hearings; Higher Education; Labor Force Development; Loan Repayment; Minority Groups; Private Colleges; Records (Forms); Student Characteristics; Student Financial Aid; Student Loan Programs; Vocational Education; Vocational Schools
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965; *Indiana

In one of a series of hearings held in communities around the nation on the reauthorization of the Higher Education Act of 1965, the Subcommittee on Postsecondary Education met to hear testimony from administrators in higher education and others in the state of Indiana. A particular concern of the 15 witnesses appearing at this hearing was student financial assistance programs supported by the Act. The witnesses included Norman Bridges of Bethel College; Stephen W. Clinton of Indiana Secondary Market for Education Loans, Inc.; Daniel Cohen of Indiana University; Robert A. Greenkorn of Purdue University; Diana Heidt, a parent; Theodore M. Hesburgh, past president of

DESCRIPTORS- Adult Education; *Budgeting; College Students; *Educational Finance; Expenditures; *Financial Support; Foreign Countries; Full Time Equivalency; *Government Role; Grants; *Higher Education; Public Schools; Public Sector; *Public Support; Resource Allocation

IDENTIFIERS- *United Kingdom

This paper explores the range of sources of funding for further education (FE) provision in the United Kingdom through maintained colleges. A description of the pre-1990 procedures, including the resource assumptions of central government funding of further education in the United Kingdom is included. An indication is given of the advice proffered by the local authorities to central government with regard to FE. Both the political question of how much to spend (or rather the degree and grounds for year-to-year variation), and the shifting relationships between the key players of central and local government, are discussed. Among the other items discussed are: (1) the forecasting of FE expenditure; (2) identifying the need to spend for FE; (3) the new machinery that has been put into place for determining central government funding; and (4) national issues that occasionally arise and influence public sector funding. Finally, other sources of income are highlighted in terms of major clusters of educational endeavors that have distinctly different resource demands; and other income generation such as fees paid by students and employers to publicly subsidized programs, full-cost courses, or self-funding activities. (GLR)

ED 342 322 HE 025 293

Leech, M.

Making Consortia Work--The Scottish Wider Access Programme. Mendip Papers 026.

PUB DATE- 91

NOTE- 15p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; Agency Cooperation; *Consortia; *Cooperative Programs; Disadvantaged; Educational Quality; Foreign Countries; Higher Education; *Intercollegiate Cooperation; Participative Decision Making; Program Design

IDENTIFIERS- *Scotland; United Kingdom

This paper examines the emerging practice and issues surrounding consortia of educational institutions, formed in Scotland, in order to widen access to higher education for underrepresented groups, and suggests some key strategies for assuring quality in the interests of students. The paper describes the Scottish Wider Access Programme, its funding, future intentions, the East of Scotland Access Consortium, and inter-consortia contacts. Also, a summary of two studies is presented, concerning collaborative efforts from other fields of activity: the first one addressing the rapid growth of strategic alliances in the U.S. business world over the past 10 years; and the second one examining the experience of multi-agency partnerships in the United Kingdom social services area. Contains 21 references. (GLR)

ED 342 323 HE 025 294

Sallis, E.; Hingley, P.

College Quality Assurance Assurances. Mendip Papers 020.

PUB DATE- 91

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Affirmative Action; Civil Liberties; Civil Rights; Educational Discrimination; Educational Legislation; *Equal Education; Federal Government; *Federal Legislation; Hearings; Higher Education; Minority Groups; *Policy Formation; Political Issues; Politics of Education; *Scholarships
IDENTIFIERS- Congress 102nd; *Department Of Education

This document presents testimony and prepared statements concerning the legality of race specific student financial aid, the change in federal policy initiated by the Department of Education when, in December 1990, it declared such aid illegal, and the process used to change the policy. The questions addressed included how the policy change came about, who was behind it, and how it will affect the way U.S. colleges and universities conduct business. Among those presenting testimony during the first session of the hearing were the following: Lawrence Gladieux, Washington director, the College Board; Richard Rosser, president, National Association of Independent Colleges and Universities; Dr. Ted Shaw, University of Michigan; Hon. Ted Weiss, House of Representatives, who chaired the hearing, and Michael L. Williams, Assistant Secretary for Civil Rights, U.S. Department of Education. The second day's session was entirely given over to questioning by chairman Weiss of two Department of Education witnesses, Michael Williams and Richard Komer, the Deputy Assistant Secretary for Policy. Prepared statements submitted for the record came from Donald M. Stewart, president, the College Board; and Richard Rosser. (GLR)

ED 342 341   HE 025 316

Improving Access to Student Financial Aid Information. Hearing before the Subcommittee on Government Information and Regulation of the Committee on Governmental Affairs. United States Senate, One Hundred Second Congress First Session.
PUB DATE- 92
NOTE- 196p.; Portions contain small, marginally legible print.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Access to Information; Economically Disadvantaged; Educational Legislation; Educational Opportunities; *Federal Legislation; Hearings; Higher Education; Information Needs; Information Seeking; Paying for College; *Student Financial Aid; *Student Loan Programs; Student Needs
IDENTIFIERS- Congress 102nd

This document presents testimony and prepared statements concerning the lack of information about educational and career opportunities for young people beyond high school, and the need for improving access to student financial aid information so that economically disadvantaged students have the opportunity to go on to higher education. Witnesses were: Col. John C. Meyers, Director, Advertising and Public Affairs, U.S. Army Recruiting Command; Hon. Ernest C. Canellos, Acting Deputy Assistant Secretary, Office of Student Financial Assistance, U.S. Department of Education; Gwendolynne S. Moore, Representative, Seventh Assembly District, State of Wisconsin; Selena Dong, Legislative Director, United States Student Association; Regina E. Manley, president National Association of College Admission Counselors, Chicago IL Public Schools;

Morgan, Alistair
Case-Study Research in Distance Education.
PUB DATE- 91
NOTE- 33p.; For a related report, see IR 015 393. This book forms part of "Research in Distance Education," a unit offered by Deakin University (Victoria, Australia) and the University of South Australia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Distance Education; *Evaluation Research; Foreign Countries; Higher Education; Instructional Development; Microcomputers; *Qualitative Research; *Research Methodology
IDENTIFIERS- Australia; United Kingdom

This report considers a range of issues involved in doing case-study research with emphasis on the potential for and the problems associated with this approach in distance education. The report begins with an introduction to the case-study research methodology, noting that it is not widely recognized as an approach in distance education. Substantive general issues are identified as ethical issues, problems of validity and reliability, generalizability, and the extent to which case-study research can contribute to the building of theory. Two case studies in distance education are then presented to illustrate different aspects of this type of research, both in the nature of the findings and the theoretical issues involved. The first example looks at the process of developing distance education courses with particular attention to the experience of the Classroom Processes course at Deakin University (Victoria, Australia). The second example is an interview-based evaluation study of the introduction of home computers into an Open University (United Kingdom) second-level course, The Fundamentals of Computing. The more detailed report for the second study covers theoretical perspective; methodology; the types of students (i.e., professionals using computers, students wanting a degree for a job change, women returning to work, students with a general interest in computers, and computer experts); study patterns and coping with the course; and issues of openness and access. The two studies are then compared, and a discussion of the development of theory in distance education concludes the report. (8 references) (DB)

ED 342 362 IR 015 392

Computer Security: Governmentwide Planning Process Had Limited Impact. Report to the Chairman, Committee on Science, Space, and Technology, House of Representatives.
PUB DATE- May 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Agency Cooperation; *Computer Networks; Federal Legislation; Federal Regulation; Information Dissemination; *Management Information Systems; National Security; *Planning; Program Evaluation; Program Implementation; Public Agencies
IDENTIFIERS- *Computer Security; Computer Security Act 1987

As required by the Computer Security Act of 1987, federal agencies have to identify systems that contain sensitive information and develop plans to safeguard them. The planning

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Information; Copyrights; Costs; *Electronic Publishing; Federal Regulation; *Fees; Freedom of Information; *Information Technology; Intellectual Property; Library Expenditures; Operating Expenses; *Public Libraries; Users (Information)
IDENTIFIERS- Government Information; Transborder Information Flow

This article begins with an introduction to recent developments in information technology, including investment activities related to the technology in Europe, Japan, and the United States. It then deals with the challenging issues of access to electronic information of the U.S. government, fee or free for electronic information in publicly supported libraries, U.S. federal regulations, intellectual property, and other concerns. It devotes a lengthy discussion to the argument of public goods versus commercial commodities in the treatment of government information. The article covers the issues of the Office of Management and Budget Circular No. A-130 and the responses it has prompted. With regard to the fee issues, the article presents the viewpoints of both sides of the debate between charging and not charging for electronic information in publicly supported libraries. It also reveals the conflicts in the library profession pertaining to fees for information. Finally, the article discusses the issues of how electronic publishing should be treated, including authorship, copyright, personal privacy, transborder data flows, and information liability. (67 references) (Author/DB)

ED 342 381 IR 015 415

Shlechter, Theodore M.
What Do We Really Know about Small Group CBT?
PUB DATE- 91
NOTE- 33p.; Paper presented at the Annual Conference of the Association for the Development of Computer-based Instructional Systems (33rd, St. Louis, MO, November 11-14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; Cooperative Learning; Cost Effectiveness; Educational Strategies; Elementary Secondary Education; *Group Dynamics; *Instructional Effectiveness; Interpersonal Relationship; Meta Analysis; Microcomputers; *Small Group Instruction; Student Attitudes; Surveys; Teacher Attitudes

Foremost among many recent trends in education has been a surge of interest in small group instruction. Questions remain concerning the relative educational value of small group computer assisted instruction (CAI) or CBT (broadly defined as instructional use of computers). This paper presents the results of an investigation of 55 works on this topic. The works include previous review articles, comparisons of small group versus individualized CBT, investigations of the relative impact of different grouping strategies, and observational and questionnaire surveys of small group CBT use. The 55 works are presented in the following groups: 10 review articles, 20 comparison studies, 16 grouping studies, and 15 survey studies. Some overlap between comparison and grouping studies does occur. Consistent effects were not found for either small group or individualized use of computers on students' academic achievement or retention scores. Small group learning did lead to a more efficient use of the computers. In addition, positive

Libraries: Technologies, Strategies, and Issues" (Leigh Swain and Gary Cleveland, Canada); (4) "The Beilstein Institute Facsimile Project" (Reinhard Ecker, Germany); (5) "Spatial Development and Disposition of Services of the State Lenin Library of the USSR" (V. V. Timokhina); (6) "Principles of Functional Library Building Planning" (David Kaser, USA); (7) "Performance Assessment: Today's Confusion, Tomorrow's Solutions?" (Alan MacDougall, UK); and (8) "Status, Image and Reputation of Librarianship: Results of an Empirical Study" (Hans Prins, Netherlands). (MAB)

ED 342 400 IR 053 919

IFLA General Conference, 1991. Division of Education and Research: Section of Education and Training; Continuing Professional Education (RT); Section of Library Theory and Research; Library History (RT); Research in Reading (RT); Editors of Library Journals (RT). Booklet 7.

PUB DATE- Aug 91

NOTE- 56p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Foreign Countries; Higher Education; History; Information Science Education; Librarian Attitudes; *Library Education; *Library Research; Literature Appreciation; *Professional Continuing Education; Reading Research

IDENTIFIERS- International Federation of Library Associations

The 12 papers in this collection were presented at 6 sections of the Division of Education and Research: (1) "Emergence of the Asian Pacific Area and Its Impact on Education and Training of Librarians" (Maxine K. Rochester, Australia); (2) "The Cultural Aspects of Colonialism: Case Study of the Relevance of the Imported Curriculum for Library and Information Science Education to the Needs of Western Australian Society" (Patricia Layzell Ward); (3) "Closing the North/South Gap: Education and Training of Librarians for Another South Africa" (Mary Nassimbeni); (4) "The Continuous Education System at the Training Centre of the V. I. Lenin State Library" (L. S. Martynova); (5) "Organisation and Content of Postinstitutional Continuous Education of Instructors of Higher and Secondary Library Educational Establishments" (T. F. Karatygina and V. V. Skvortsov, USSR); (6) "The Conceptual Library Researches: Problematics, Methodology, Aims (GBL Experience)" (Natalia Tjulina, USSR); (7) "A Russian Librarian's View of European Libraries in 1859: V. I. Sobol'scikov's Grand Tour" (Peter Hoare, UK); (8) "Social Dynamics and Library Tradition (The Russian Libraries in the Years of Great Changes of History: 1905, 1917, 1989)" (M. Afanasjev, USSR); (8) "Reading and Reading Research in the United States in the Twentieth Century" (Pamela Spence Richards, USA); (9) "Social Aspects of Reading--The Case of Israel" (Shmuel Sever and Yosef Branse); (10) "Literature and Social Process: Soviet Scene" (Les Gudkov and Boris Dubin, USSR); and (11) "The Place of the Periodical Press in the Perestroika of Librarianship" (L. M. Inkova, USSR). (MAB)

ED 342 401 IR 053 920

IFLA General Conference 1991. Division of Regional Activities: Section of Africa; Section of Asia and Oceania; Section of family/socioeconomic factors, school/school administration effectiveness, and teacher/teaching effectiveness; and (3) Outcomes, including cognitive testing and achievement, issues, outcomes/results of education, and standards. An author/institution index follows the bibliography. (MAB)

ED 342 419 IR 053 945

Boardman, Edna M.
Growing on the Job: Professional Development for the School Librarian.
PUB DATE- 91
NOTE- 95p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; *Librarian Attitudes; *Library Administration; Library Planning; Library Services; *Professional Development; School Libraries

This guide presents a series of articles which give pointers, hints, and examples of day-to-day development activities school librarians can use to hone their professionalism. The first of five sections describes ways in which librarians can provide professional service and lists some markers of professionalism. The second section presents one librarian's personal observations from her continuing education courses, and a list of library challenges is given. The third section talks about dealing with change in a library, and the fourth section offers a summary of ethics described in further detail in various professional publications. A formal definition of professionalism and a sample librarian's goals statement are included. The fifth section is a compilation of selected readings from "The Book Report": (1) "Making Miracles Happen" (L. D. Gordon); (2) "A Simple Planning Process" (P. Rux); (3) "A Rose By Any Other Name" (A. H. Yucht); (4) "The No-Time, No-Energy, No-Money Newsletter" (M. Hauge); (5) "Good Ideas from Your Newsletters" (column); (6) "A Word to New Librarians, or How To Survive the First Year" (G. Curdy and C. Lott); (7) "Getting Started on the Job" (V. K. Blaha); (8) "Learning on the Job" (V. K. Blaha); (9) "I'm a Paraprofessional! Want To Make Something of It?" (A. Wittig); (10) "Goal Setting & Evaluation" (E. M. Boardman); (11) "Planning by Annual Report" (C. M. Townsend); (12) "The Multipurpose Annual Report" (L. Farmer); (13) "A Goals-Based Annual Report" (D. Pozar); (14) "Performance-Based Evaluation: The Missouri Model" (S. D. Ross and M. Hagerty); (15) "Are We Doing What We Think Is Important?" (B. K. Barrett and I. Schon); (16) "The Superperson in the School Library" (M. R. Bane); (17) "Growing on the Job" (J. G. Cullison); (18) "Used Any Good Professional Books Lately?" (A. Yucht); (19) "Too Busy To Say Hello" (D. Cavitt); (20) "PR: Invite Success!" (B. K. Mathies); (21) "Marketing the Library" (P. Sivak); (22) "The Care and Feeding of the Administrator" (E. M. Boardman); (23) "A Matter of Mutual Trust" (R. Graef); (24) "Communicating with Administrators" (A. E. Beasley and C. G. Palmer); (25) "The One-Person Manager" (J. Hoftstetter); (26) "No Time To Get Organized? Read a Book or Two!" (S. Fetherolf); (27) "Keys to Library Management" (L. L. Edwards); (28) "Library Management from A to Z" (D. M. Cooke);

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *College Transfer Students; Community Colleges; Cooperative Programs; *Educational Trends; Higher Education; *Intercollegiate Cooperation; Program Descriptions; *Transfer Programs; Two Year Colleges

During the 1980's, two landmark transfer projects were funded by the Ford Foundation. The Urban Community College Transfer Opportunities Program (UCC/TOP) aspired to increase the number of minority students transferring to and succeeding at four-year institutions. Many of the practical strategies developed during participating colleges, such as inter-session and summer programs with four-year colleges, honors programs, and enhanced communication between two-year/four-year faculty, remain pertinent. Later, the Ford Foundation funded the National Center for Academic Achievement and Transfer to expand upon the successful models created during the UCC/TOP project. Three institutions, Laney Community College in California, J. Sargeant Reynolds Community College in Virginia, and the Houston Community College System in Texas, have been involved in both projects. The steady, collaborative efforts of these colleges underscore the following national trends: (1) awareness of partnerships is surging; (2) meetings between two- and four-year college faculty are increasingly common; (3) partnerships are expanding to include more institutions; and (4) academic partnerships are expanding vertically as well as horizontally, and partnerships are increasingly emphasizing math and science. If such partnerships are to realize their full potential secondary schools should be involved, reading and writing collaboration must not be ignored, and semester-length programs and interdisciplinary partnerships should be investigated. (AC)

ED 342 436 JC 920 117

Pardee, Ronald L.

A Descriptive Profile of Returning Students, and the Influences Affecting the Re-Enrollment in College.

PUB DATE- 12 Mar 92

NOTE- 37p.; Paper presented at the Annual Research Conference of the Community College League (Arrowhead, CA, March 12, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Attendance; Community Colleges; Dropout Research; *Enrollment Influences; Enrollment Trends; Questionnaires; *Reentry Students; School Holding Power; *Stopouts; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at a medium-sized California community college to identify the characteristics of students who had previously dropped out of college and then returned to the community college and the influences on their decision to re-enroll for college credit. Surveys were mailed to 396 stopouts, asking them to rate the significance of various factors to their decision to return to college, to identify the one or two events that triggered their decision at the specific time, and to provide information on their personal decisions. Study findings included the following: (1) the typical returning student was a white female between the ages of 28 and 32, taking less than six units during the evening and working in excess of 40 hours per week; (2) 30% of the students had been

ED 342 453   JC 920 137

Barnes, Cynthia A., Ed.
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Accountability; Community Colleges; *Critical Thinking; Faculty Development; *Instructional Innovation; *Interdisciplinary Approach; Social Sciences; *Teaching Methods; *Thinking Skills; Two Year Colleges; Vocational Education; Writing Instruction

The critical thinking movement is responding nationwide to the challenge of teaching thought processes to students. This volume contains 10 articles addressing critical thinking and the instruction of higher-level thinking skills: (1) "Critical Thinking: What, Why, and How," by Richard Paul; (2) "Teaching Critical Thinking across the Curriculum," by John Chaffee; (3) "Assessing Critical Thinking," by Lucy S. Cromwell; (4) "Skipping on the Brink of the Abyss: Teaching Thinking through Writing," by James J. Sheridan; (5) "Teaching Critical Thinking in the Social Sciences," by Carol Lynn H. Knight; (6) "The Critical Literacy Seminar: A Faculty Development and Rejuvenation Strategy," by Margaret B. Lee, Trudy H. Bers, and Richard Storinger; (7) "Great Teaching, Great Learning: Classroom Climate, Innovative Methods, and Critical Thinking," by Lawrence P. Litecky; (8) "Forced To Think: The Title V Mandate in California," by John Feare; (9) "Teaching Critical Thinking in Vocational-Technical and Occupational Classes," by George A. Heyman and Elaine R. Daly; and (10) "Sources and Information: Critical Thinking Skills Instruction in the Community College," by Diane Hirshberg. (JMC)

ED 342 454   JC 920 138

Burns, Charles A., Ed.; And Others
Colleague: An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Advising; *College Instruction; College Libraries; Community Colleges; Developmental Studies Programs; English (Second Language); Experiential Learning; *Instructional Innovation; Library Services; Remedial Instruction; *School Business Relationship; Student Evaluation; Student Participation; Student Recruitment; Teacher Characteristics; *Teaching Methods; Two Year Colleges; Writing Instruction; Writing Skills

This journal presents a cross-section of current ideas on how to teach and advise community college students and promote positive social interactions with the local community. The issue contains: (1) "Characteristics of an Excellent Teacher,"

American Psychological Association (99th, San Francisco, CA
August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fear; *Preschool Children; Preschool Education;
*Prevention; Program Evaluation; *Sexual Abuse
IDENTIFIERS- *Self Protection; Self Protection Courses; Touching;
What If Situations Test

This study examined the possibility that children's participation in a sexual abuse prevention program would lead to an increase in their fears of sexual abuse, benign touches, and normal childhood situations. Also examined was the relation of children's knowledge of sexual abuse prevention concepts to their fears of sexual abuse. Participants were 117 three- to six-year-olds from four preschools. A sexual abuse prevention program that used interactive lessons and puppets was implemented. Before and after completion of the program, children were individually administered several measures. In terms of the program's effect on children's fear, results showed that neither the experimental group nor the control group revealed a significant increase in any type of fear. Also, children with greater fear of sexual abuse knew more prevention concepts at the time of pretesting than did children with less fear. It is suggested that a sexual abuse education program for preschoolers can be offered without incurring unreasonable fears in the children, and that being a little scared of sexual abuse does not inhibit children's ability to think constructively about sexual abuse prevention. Appended are 14 references and related materials. (GLR)

ED 342 473 PS 020 322

Bogat, G. Anne; McGrath, Marianne P.
Developmental Stages of Authority in Relation to Sexual Abuse
Education.
PUB DATE- Aug 91
NOTE- 14p.; Paper prsented at the Annual Convention of the
American Psychological Association (99th, San Francisco, CA,
August 16-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Developmental Stages;
*Obedience; *Preschool Children; Preschool Education;
*Prevention; *Sexual Abuse
IDENTIFIERS- *Authority Figures; Self Protection; Touching; What
If Situations Test

This study examined children's conceptions of authority in sexually abusive situations. It aimed to determine: (1) whether children's perceptions of adult authority in sexually abusive situations differed from their perceptions of adult authority in benign situations; (2) whether children's conceptions of authority changed as a result of participation in a sexual abuse education program; and (3) whether children's conceptions of authority outweighed attempts to teach them to recognize and resist sexual advances. Participants were 117 children of 3 to 6 years of age, from 4 preschools. The sexual abuse education program was an interactive curriculum consisting of five 20-minute segments that emphasized the message "No, Go, and Tell." Children were administered several measures before and after their participation in the program. The most important measures

DESCRIPTORS- Child Rearing; Classroom Communication; *Classroom Environment; Classroom Techniques; *Cognitive Development; *Critical Thinking; *Discussion (Teaching Technique); Elementary Education; Elementary School Students; Language Skills; Listening; Parent Child Relationship; Teacher Influence; *Teacher Student Relationship

By offering children the opportunity to speak up in the classroom, educators help build a vital foundation in open-mindedness that is essential for critical thinking. Teaching children to be critical thinkers requires that teachers listen to what children say, encourage them to talk, and not insist that they share the teacher's beliefs. Young children immediately believe in their own ideas, have complete assurance on all subjects, and are impervious to experience or different points of view. Interaction with others is the primary way that children move out of this egocentric manner of thought. Because of the strong connection between language and thought, children need to practice their language skills to improve their thinking ability. Aside from family settings, school is a good place to help children learn these skills. Unfortunately, teachers, like parents, often lack the time to listen patiently, offer guidance, and discuss issues. There are many ways of opening up the time for class discussions and many benefits to doing so. These benefits include increased enthusiasm for the subject and creativity in thinking about the different ideas involved. If children are to receive these benefits, teachers must overcome: (1) beliefs that children learn more from adults than from each other and that children are easier to manage when they are kept quiet; (2) the fear that dialogue may prove psychologically damaging to children; and, most importantly, (3) the tendency to make one's feelings about children contingent on the children's beliefs. (AC)

ED 342 493 PS 020 361

Lally, J. Ronald
Community Involvement in Early Intervention. A Report on the Planning and Development of "Families First": An Early Intervention Program for Coordinated Family Support Services for Marin City Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 91
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Black Community; Childhood Needs; *Community Involvement; Community Services; Cooperation; Day Care; Drug Rehabilitation; Early Childhood Education; *Early Intervention; *Family Programs; Parent Participation; Poverty Areas; Pregnancy; *Program Development; Program Evaluation; *Young Children
IDENTIFIERS- African Americans; *California (Marin County); *Families First Program CA; Far West Laboratory for Educational R and D CA; Support Services

This report documents the planning and development of Families First, an early intervention program to be implemented in Marin City, California. The program has been designed to integrate and coordinate the provision of a wide range of services to families of children from the third trimester of pregnancy to the age of 8 years who live in a low-income, mostly African-American community. The program is intended to enhance the

ED 342 511 PS 020 415

Alphabet Soup. Children's Services: Glossary of Terms.
PUB DATE- 92
NOTE- 27p.; For the 1990 edition, see ED 327 319.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Abbreviations; *Child Welfare; Federal Legislation; Glossaries; *Organizations (Groups); State Legislation; State Programs; Welfare Agencies; *Welfare Services
IDENTIFIERS- *California

This document provides a glossary of terms related to children's services in California and a list of state and local organizations and agencies. The glossary includes such terms as Alternative Payment, Child Health and Disability Prevention Program, Child Support Enforcement Program, Employer-Supported Child Care, Family Reunification Program, Greater Avenues for Independence Program, Migrant Child Care, Proprietary Centers, School-Age Parenting and Infant Development Program, School Site Council, State Master Plan for Special Education, California Child Development Administrators' Association, California Consortium of Child Abuse Councils, California School-Age Consortium, Care for the Children, Children Now, Family Day Care Association, and Professional Association for Childhood Education. Appendices include: (1) a list of titles of federal and state legislation, such as Title IV-A and Title XX of the Social Security Act; (2) a list of historical legislation related to child welfare and education, such as PL 94-142, the Education for All Handicapped Children Act, and SB 500, the Child Care and Development Block Grant; and (3) the membership of the Child Development Programs Advisory Committee. (GLR)

ED 342 512 RC 017 582

Reyhner, Jon, Ed.
Effective Language Education Practices and Native Language Survival. Proceedings of the Annual International Native American Language Issues (NALI) Institute (9th, Billings, Montana, June 8-9, 1989).
PUB DATE- 90
NOTE- 161p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; *American Indian Languages; *Bilingual Education; Canada Natives; English (Second Language); Language Research; Language Standardization; *Native Language Instruction; Navajo; Official Languages; Teaching Methods
IDENTIFIERS- Maori (Language); Maori (People); Na Dene; Native Americans; Native American Studies

This volume includes papers delivered at the Ninth Annual International Native American Language Issues (NALI) Institute. Dick Littlebear's keynote address describes the importance of maintaining Native American languages. James Crawford's "Language Freedom and Restriction: A Historical Approach to the Official Language Controversy," describes the "English Only" movement's threat to Native languages and documents tolerance of language freedom in U.S. history. "The Dene Standardization Project," by Elizabeth Biscaye and Mary Pepper, and "The Stoney Indian Language Project," by John W. Friesen and others, describe Native Canadian efforts to put native languages into

NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Cognitive Style; Elementary Secondary Education; *High Risk Students; *Mathematics Instruction; Rural Areas; *Social Studies; *Special Needs Students; *Teaching Methods; Units of Study

This paper advocates using teaching methods in math and social studies instruction that take into consideration the students' learning styles to increase achievement for at-risk students. Rural at-risk students need mathematics and social studies instruction that will prepare them for the 21st century. Traditional methods of instruction have not been successful for at-risk students. Teachers need to consider how environmental, emotional, sociological, physical, and psychological stimuli can be accommodated through instructional strategies. Learning styles are defined in terms of how individuals react to 21 elements of the instructional environment. Semantic mapping strategies can be used to provide structure for students who need it. Students who lack persistence can be given short tasks with breaks between them. Sociological needs of students can be accommodated through grouping students in pairs or cooperative learning groups. Physical needs of students can be met through hands-on activities and direct involvement. Academically at-risk students who are global learners benefit from strategies such as guided imagery, semantic maps, and story maps. Unit teaching offers a broad field for providing varied experience for individual students, appealing to a wide range of learning style preferences. This paper includes a list of suggested activities for a fifth grade unit on Native Americans that incorporates a variety of learning styles. (KS)

ED 342 530 RC 018 482

West, Sharon M.; Smith, Steven L.
Meeting the Information Needs of Rural Alaskan Students: A Strategy for Delivery.
PUB DATE- 20 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Access to Information; Higher Education; *Information Dissemination; Information Needs; Land Grant Universities; *Library Services; *Rural Areas; Rural Education; *Users (Information)
IDENTIFIERS- *University of Alaska Fairbanks

This report describes how the University of Alaska Fairbanks provides library and information services to students in rural Alaska. The Elmer E. Rasmuson Library in Fairbanks created the Extended Campus Services unit for undergraduate students, graduate students, faculty, researchers, nondegree students, and specific patron groups who needed library services at a distance from Fairbanks. The library established two electronic mailboxes where students could request books and articles on interlibrary loan or pose questions and have them answered. The Rasmuson Library also instituted a toll-free telephone number

Recommendations include: (1) focusing teacher preservice and inservice programs on development of social skills instruction and curriculum development; and (2) providing experiences for preservice teacher education students to participate in the formulation, implementation, and evaluation of social skills instruction programs. (LP)

ED 342 547 RC 018 499

Montgomery, Judy K.
Alternative Service Delivery by Speech Language Hearing Professionals in Rural Schools: Classroom Based Interventions.
PUB DATE- 18 Mar 91
NOTE- 9p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Communication Disorders; *Counselor Teacher Cooperation; *Educational Cooperation; Elementary Secondary Education; Program Development; Program Implementation; Rural Schools; *Speech Therapy
IDENTIFIERS- *Classroom Based Intervention

This paper describes an intervention model used by speech language pathologists (SLP) in rural schools. The model involves whole-class instruction for children with communication disorders. Whole-class instruction uses the curriculum content and expectations of children's regular classrooms for the content of speech language therapy. The SLPs assess children for language and speech disorders using traditional diagnostic tests and by observing students' interactions in the classroom. Consultation and collaboration of services between the SLP and the teacher is achieved as the SLP learned the curriculum and expectations of the classroom and developed class activities that will help children become more successful in the classroom. Any change in children's performance is measured by the SLP and the teacher. This model is suitable because the classroom allows children to communicate, and acquire and maintain new skills in a natural setting. In addition, therapy taking place in the classroom leads to a better chance of reaching the many students in need. This model increases the credibility of SLPs as an educational team member because the goal is the academic success of students. Seven consultation and collaboration models are described to illustrate approaches unique to the characteristics of students, schools, curriculum, and communities. These programs have been successful in incorporating the SLP as a critical member of the educational team and have demonstrated improvement of student dismissal rates when comparing these programs to traditional services. (LP)

ED 342 548 RC 018 500

Reid, Barbara J.; Bross, Mary
Project TRAIN: A Competency Based Training Program for Birth to Three Professionals Who Work in Rural Areas.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 18 Mar 91
NOTE- 13p.; In: Reaching Our Potential: Rural Education in the

the visually impaired. The report contains numerous figures describing training needs, course requirements, development of the programs, and numbers of students trained. (KS)

ED 342 565 RC 018 518

Martin-Reynolds, JoAnne; And Others
A Case Study of Perceptions of Student Character Development in a Small Rural School.
PUB DATE- 17 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Dropout Characteristics; *High Risk Students; High Schools; *Moral Development; *Personality Development; Rural Schools; Sex Differences; Small Schools; Student Attitudes; *Student Characteristics; Teacher Attitudes; *Time Management; *Values

As part of an ongoing research project, this study examined the relationship between character traits and school variables, home variables, and personal variables. Freshman and sophomore students from a small rural high school in Ohio were selected for the study based on their scores on the Character Trait Questionnaire (CTQ). The CTQ contains 12 hypothetical situations representing the character traits of courage, justice, temperance, and wisdom. Each student completed a self rating and was then rated by three randomly selected peers and three teachers. Students rated in the top 20% were identified as having high character scores, while the students rated in the lowest 30% were identified as having low character scores. Two years later, 33 of these students were interviewed using questions based on a national survey involving time-use diaries. Students in the high-character group spent more time studying than the low-character group, but the low-character group spent more hours working outside the home. The high-character group was composed of 80% girls, while the low-character group tended to be approximately 50% girls and 50% boys. The high-character group had a mean grade point average of 3.40 and the low-character group had a mean grade point average of 1.91. Comparisons are made with studies of time use in Japanese children. The report contains six figures comparing students' use of time. (KS)

ED 342 566 RC 018 519

Nicassio, Frank J.
SwampLog II: A Structured Journal for Personal and Professional Inquiry within a Collaborative Environment.
PUB DATE- 17 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Elementary Secondary Education; *Journal Writing; *Problem Solving; *Professional Development; Records Management

SwampLog is a type of journal keeping that records the facts of interview, training in the "during stage", and the exit

interview in the post-stage. The central portion of the paper outlines the curriculum used in a workshop for volunteer practitioners. (KS)

ED 342 583 RC 018 573

Gillis, H. L.
Project Choices: Update on the Effectiveness of Adventure Activities Used for Treating Addictions.
PUB DATE- Oct 91
NOTE- 12p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Adventure Education; *Behavior Change; Counseling Techniques; *Drug Abuse; Drug Rehabilitation; Family Involvement; *Group Dynamics; Independent Living; *Residential Programs; Self Esteem

This paper describes an adventure-based treatment program for court-involved youth who display significant alcohol or drug abuse behavior. Project Choices' clients meet the criteria for drug abuse from the Diagnostic Statistical Manual-Revised (DSM-III-R). The clients reside in Project Choices placement homes during the 8-week treatment and 8-week transition programs. Beginning with a morning meditation along with individual and group goal setting, each treatment day includes various group sessions. Through the use of adventure activities, the group is guided sequentially from simple group and individual tasks to more creative and complex problem solving. In addition, the odd-numbered weeks are spent camping out with the fifth week spent in a wilderness environment. In the first four groups, 37 clients completed the 8-week treatment program, and 36 of the 37 clients completed the 8-week transitional aftercare program. Students were rated on weekly behavioral measures by counselors, peers, and themselves. Significant differences in ratings were found in all three groups, suggesting that changes in the client's behavior were noticeable to staff, peers, and self. Subjects' scores decreased from pretest to posttest on the depression and disorganized thinking scales of the Minnesota Multiphasic Personality Inventory (MMPI). Such a decrease was more significant on the Beck Depression Inventory. (KS)

ED 342 584 RC 018 574

Gillis, H. L.; And Others
Family Adventure Questionnaire: Results and Discussion.
PUB DATE- Oct 91
NOTE- 12p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; *Family Counseling; *Family Programs; Mail Surveys; Outdoor Activities; Personnel; Program

NOTE- 69p.; For Intermediate Level, see SE 051 035.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computation; *Educational Games; *Geometry; Junior High Schools; Mathematical Applications; *Mathematical Concepts; Mathematics; Mathematics Education; *Mathematics Materials; Mathematics Skills; Mathematics Tests; *Secondary School Mathematics

The purpose of this game, intended for grades 7-9, is to enable students to have fun and enjoy mathematics while learning and reinforcing: (1) mathematical concepts and applications; (2) mathematical computations; (3) geometry; and (4) mathematics for daily living. A gameboard and 232 question/answer cards are provided. Rules for play are included. (YP)

ED 342 603 SE 051 613

Williams, Roy
One Earth Many Worlds.
PUB DATE- 89
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; College Science; Conservation (Environment); *Conservation Education; *Controversial Issues (Course Content); Elementary Secondary Education; Endangered Species; *Environmental Education; Foreign Countries; *Higher Education; Natural Resources; Population Education; Population Growth; Science Curriculum; Science Education; *Teacher Education; *Teaching Methods

This document details a teaching program for use in training in-service and pre-service teachers. It offers a cross-curricular approach to the handling of global environmental issues in classrooms by nonspecialist teachers and students. The purpose of the units is to provide an information base for the development of teaching and learning strategies for practical use in the classroom. Units include: (1) "Human Settlements"; (2) "Population"; (3) "Conflict"; (4) "A Deteriorating Planet"; and (5) "Saving the Whale--A Teaching Programme." Each unit contains a selection of knowledge, data, and perceptions appropriate to the specific theme of the unit. Each theme may serve as an organizing structure for the arrangement and presentation of the issues and concerns to be taught. A rationale and a discussion of the teaching approach advocated by this program are provided. The structure of this teaching framework is detailed. (CW)

ED 342 604 SE 051 962

Allen, Maureen Murphy; And Others
Critters: K-6 Life Science Activities. Project AIMS.
PUB DATE- 89
NOTE- 179p.; For other guides in this series, see SE 051 963-966.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

students feel free to take more risks; (7) students self-esteem is enhanced; and (8) students active involvement results in fewer discipline problems. The program continues, and while progress is slow there seems little doubt that a teaching pattern where teachers talk less and listen more will greatlyy enhance student learning. (KR)

ED 342 623 SE 052 042

Mecca, Peter M.
Mathematics-Science Integration Project: A Collaborative, Rural School Effort.
PUB DATE- 91
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Technology; Elementary Education; *Elementary School Science; Females; *Inservice Teacher Education; Interdisciplinary Approach; Mathematics Education; Minority Groups; *Problem Solving; Professional Development; Program Descriptions; Science Education; Workshops
IDENTIFIERS- New York

The Mathematics-Science Integration Project is a continuation of an ongoing series of inservice workshops oriented towards the professional development of elementary school teachers and early secondary school mathematics and science teachers. The teachers served by this project included 75 elementary school teachers, 35 middle/junior high school teachers, and 38 secondary school teachers. The purpose of this project was: (1) to provide a series of inservice workshops that emphasize mathematics and science training in the areas of problem solving, integration, and the use of technology in the teaching of math and science; (2) to provide a workshop to develop an awareness and a strategy for increasing student participation in science and mathematics with particular attention paid to underrepresented populations; and (3) to support the professional development of special projects and to attend professional conferences. Evaluation of this project was carried out through maintenance of administrative records and through formative and summative evaluations of the project. As evidenced by participant responses, the project would have to be considered highly successful. Participants received further training in selected areas as well as exposure to new topics and techniques. Participants found the instruction excellent. They acquired new knowledge that could be taken back to the classroom and their interest in pursuing the topics further was stimulated. An introduction, a section on teachers' needs in mathematics and science, program activities, results, a discussion, and a summary are included. Evaluations from the problem solving, integrating mathematics and science, technology in teaching mathematics and science, and women in mathematics and science workshops, and an overall summary evaluation are appended. (KR)

ED 342 624 SE 052 045

What Would Happen If... Numbers 1-12.
PUB DATE- 87
NOTE- 150p.; Some activity sheets contain small print. Best copy available.

Government covened a working group to study the desirability and feasibility of setting up a European Centre on Environment and Health (ECEH). The main purpose of ECEH is to strengthen collaboration among European countries on the health aspects of environmental protection, with special emphasis on information systems, mechanisms for exchanging experience, and coordination of environmental research studies. Following a short introduction about the establishment of the first two WHO-ECEH centers (in Bilthoven, Netherlands, and in Rome), this pamphlet lists 23 specific conclusions and recommendations generated from the background papers, oral proposals, and detailed discussions. The appendices list the working documents background papers, and participants. (JJK)

ED 342 641 SE 052 413

Ediger, Marlow
Creativity and Science.
PUB DATE- 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; *Creative Writing; *Drama; Elementary Secondary Education; *Interdisciplinary Approach; Planning; *Poetry; Problem Solving; *Science Activities; Science Education; Writing (Composition)

There are many learning opportunities in the science curriculum which emphasize creativity. Learning opportunities are described in this paper which involve: (1) problem solving experiences; (2) poetry reading and writing; (3) prose and its applications in creative endeavors; (4) art work as creativity in science; (5) creative dramatics and famous biographies of individuals in the world of science; and (6) construction experiences to achieve objectives of student creativity in the science curriculum. (KR)

ED 342 642 SE 052 427

Academic Libraries and the Sciences: Assuring Successful Scholarship. Proceedings of a Program in Celebration of the 25th Anniversary of the University of California, Irvine and in Anticipation of Its New Science Library (Irvine, California, April 9, 1991).
PUB DATE- 9 Apr 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Financial Support; Futures (of Society); *Government Role; Higher Education; Industry; Public Opinion; Recognition (Achievement); Researchers; *Research Skills; Research Universities; *Scholarship; *Science and Society; Science Education; Scientists; Technology

This document on successful scholarship in the sciences contains a keynote paper followed by six faculty responses. The keynote paper, delivered by Phillip Abelson of the American Association for the Advancement of Science (AAAS), is entitled "Assuring Successful Scholarship in the Sciences." Some of the factors likely to influence the nature of future scientific efforts, the evolving relations between universities and industry, the impact of governmental action on short term federal support for research, and some sugestions that the scientific community

Enrichment; Mathematical Logic; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Measurement; Multiplication; Number Concepts; Percentage; Probability; Problem Solving; Ratios (Mathematics); *Secondary School Mathematics; Small Group Instruction; Statistics; *Teaching Methods; Units of Study
IDENTIFIERS- Calculators and Mathematics Project CA; *Mathematics Framework for Calif Public Schools; NCTM Curriculum and Evaluation Standards; Patterns (Mathematics)

The National Science Foundation funded Calculators and Mathematics Project, Los Angeles (CAMP-LA) developed curriculum materials focused solely on the use of calculators. The project was developed in three stages. The first stage studied the mathematics curriculums from different states and identified topics that are not included but should be if every student had a calculator, topics treated in too much detail, and topics no longer appropriate. Based on this information, CAMP-LA compiled a prototype curriculum organized by grade level to be consistent with the "California Mathematic Framework" strands. The second stage developed lessons to cover the topics through the curriculum. The third stage field tested these lessons in various parts of the country. This book is composed of lessons for grades 7-8 in the series. The introduction gives an overview of CAMP-LA, information on how to use the lesson plans, a discussion of assessment approaches, and a scope and sequence for the book. The remainder of the book is composed of 44 lessons in four chapters: Patterns and Functions, Logic/Statistics and Probability, Measurement/Geometry, and Number/Algebra. Each lesson is broken down into three sections. The three sections are labeled: "Grade", including grade level, strand, skill required, and purpose; "Management", including class organization, time frame, materials needed, vocabulary, and prerequisite skills; and "Lesson" including suggestions for directed instruction, guided practice, independent practice, evaluation, and home activity. (MDH)

ED 342 658 SE 052 605

Academic Research Equipment in Computer Science, Central Computer Facilities and Engineering: 1989.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Jan 91
NOTE- 33p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Computer Science; Engineering; Expenditures; Facility Inventory; Financial Support; Higher Education; Laboratory Equipment; *Needs Assessment; *Research Universities; Surveys; *Trend Analysis

This monograph is one in a series of analytical reports presenting findings from the National Science Foundation's 1989-90 National Survey of Academic Research Instruments and Instrumentation Needs. It describes recent national trends in academic research equipment and equipment needs in the fields of computer science and engineering. It also documents equipment trends in central academic computing facilities. The data were obtained from a sample of 55 universities statistically selected to represent all institutions with annual science/engineering research and development expenditures of $3 million or more. The analysis compares data obtained in 1989 to similar data collected from the same institutions in 1986 and 1983. Information about current needs

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 120p.; The National Center for Improving Science Education is a partnership of The Network, Inc. and the Biological Sciences Curricula Study (BSCS).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Selection (Students); *Educational Change; *Evaluation; Females; High Schools; Minority Groups; Noncollege Bound Students; *Professional Development; *Program Design; Science and Society; Science Education; *Science Instruction; *Science Teachers; Scientific Literacy; Secondary Education; Sex Differences; Teacher Effectiveness

This report is one of a series produced by the National Center for Improving Science Education. The Center synthesizes and translates the findings, recommendations, and perspectives embodied in recent and forthcoming studies and reports in order to develop practical resources for policymakers and practitioners. Toward achieving the High School Panel's vision for a high school science education that provides all students with an opportunity for in-depth engagement with science, the Center presents a consistent and coherent blueprint addressing four aspects of science education: program; assessment; teaching; and teacher and organizational development. To meet the goals for program, assessment, teaching, and teachers, this report contains: (1) recommendations to guide program and policy development; (2) principles for course design, assessment reform, research-based teaching, teacher enhancement, and organizational restructuring; and (3) vignettes that illustrate how teachers and administrators can address practical and intellectual challenges they will face in implementing change. This document contains 75 references. (KR)

ED 342 677 SE 052 760

A Guide for Building an Alliance for Science, Mathematics and Technology Education.
PUB DATE- Dec 91
NOTE- 57p.; Revised edition.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Mathematics Education; Program Descriptions; *School Business Relationship; *Science Education
IDENTIFIERS- America 2000; Technology Education

During the past decade, organizations and individuals in communities across the United States have come together in alliances to promote the improvement and reform of science, mathematics, and technology education in elementary and secondary schools. This handbook draws from the experiences of those pioneer local alliances to provide insights and practical guidance for others who want to help schools and students, but don't know where to begin. Topics of discussion include: (1) a rationale for building alliances; (2) anatomy of an alliance; (3) identifying leadership and recruiting partners; (4) steps to building consensus; (5) key components of successful alliances; (6) action and implementation; and (7) organization and the Board of Education. This guide outlines the structure and resource materials for the high school program, which can be adapted for the adult education program. The program contains eight units: (1) Historical Background of Police; (2) The Local Police Department; (3) The Role of the Police in Modern Society; (4) Police Issues; (5) The Constitution and the Bill of Rights; (6) Criminal Law; (7) Juvenile Law; and (8) The Administration of Justice. The appendix contains an attitude survey. (DB)

ED 342 697 SO 021 777

Beaton, Karen; Scattergood, Phyllis, Ed.
The Students' Guide to Lobbying. Second Edition.
PUB DATE- 90
NOTE- 46p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Government (Administrative Body); *Law Related Education; Legislation; Legislators; *Lobbying; Political Influences; Politics; Secondary Education; State Government; *Student Participation; Student Responsibility
IDENTIFIERS- *Massachusetts

Lobbying is defined as the function of citizens to express their views and to gain the support of legislators for proposed laws. This guide, for Massachusetts students, is designed to take students step by step through the lobbying process and to suggest strategies and resources to use in their own lobbying efforts. The guide contains the following sections: a student's guide to lobbying; calendar of legislative events and important addresses and phone numbers; legislative directory; glossary of terms; education lobbies; how a bill becomes a law; lawmaking in Massachusetts: an organizational chart; sample documents; samples: student legislation; citizen information service and state house book store publications; educational organizations and related state agencies; and a map of the Boston state house area. (DB)

ED 342 698 SO 021 781

Anderson, Charlotte C., Ed.; Naylor, David T., Ed.
Law-Related Education and the Preservice Teacher. Proceedings of a Working Conference (Cincinnati, Ohio, April 21-23, 1988).
PUB DATE- 91
NOTE- 154p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Educational Objectives; Elementary Secondary Education; Higher Education; *Law Related Education; *Preservice Teacher Education; Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- *Preservice Teachers

Evolving from a working conference, this volume examines three areas basic to preservice teacher preparation. Specifically, the conference explored (1) the literature and research that informs and supports law-related education; (2) the knowledge, skills, and abilities that teachers need in order to teach law-

Languages; *Verbs
IDENTIFIERS- *Predicates

The structure of complementation in complex predicates in Korean has attracted configurational analysis. Using a lexical functional grammar (LFG) framework, this paper examines the structure of complementation in complex predicates. The term "predicate" in this context is used to describe both verbs and adjectives that are assumed to consist of semantic predicative argument structures. Some basic principles in LFG are reviewed and the non-configurationality of Korean is clarified by highlighting typical characteristics of Korean syntax. Verbal compounding is explained. Contains 20 references. (LB)

ED 342 263 FL 020 130

Mills, Carl
In the Social Register: Pronoun Choice in Norwegian and English.
PUB DATE- 88
NOTE- 14p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; *Diglossia; *English; Foreign Countries; Language Usage; *Language Variation; *Norwegian; *Pronouns; *Social Influences; Trend Analysis; Uncommonly Taught Languages
IDENTIFIERS- Norway; Ohio (Cincinnati)

Choice of second-person pronouns can help explain the intersection of language, personality, and culture. Changes in modern Norway are described in which the polite forms "de," "dem"/"dykk," and "deres"/"dykkar" have been replaced in all except commercial, government, or ultra-polite speech by the familiar terms "du," "deg"/"dae," and "din." Some social and linguistic consequences of variation of pronoun choice in both Norwegian and English are sketched. The overall linguistic situation in Norway is used as background for the discussion of pronoun choice, but the history of English personal pronouns is also reviewed from Old English and Middle English to current usage in the Cincinnati, Ohio, area. It is concluded that when the English second-person pronouns are simplified, the simplification favors the power dimension over the solidarity dimension. An independent and much later simplification in Norwegian appears to have favored the solidarity dimension. Contains 17 references. (Author/LB)

ED 342 264 FL 020 131

Mills, Carl; Strecker, David
Diphthongization, Syllable Structure, and the Feature high in Hmu.
PUB DATE- 88
NOTE- 11p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123. Best copy available.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Consonants; Foreign Countries; *Hmong; *Sino Tibetan Languages; *Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages; Vowels
IDENTIFIERS- *Diphthongs

The syllabic structure in the Hmongic language, Hmu (spoken by nearly one million people), is examined, based on the dialect of Hmu spoken in the town of Yanghao in the Southeast Guizhou

Secondary Education; Foreign Countries; Government Role; Higher Education; History Instruction; Learning; Learning Processes; Learning Theories; Metacognition; Outcomes of Education; Preschool Education; Program Evaluation; Reading Instruction; Social Cognition; Student Evaluation; Teaching Methods; *Thinking Skills; Word Problems (Mathematics)
IDENTIFIERS- Content Area Teaching

This book presents 16 papers on programs and approaches that have been developed around the world to enhance learning and thinking skills for children and adults. Papers are divided among three main sections focussing respectively on issues and applications, specific applications to school content, and assessment and evaluation. Papers have the following titles and authors: "Some Observations on the Teaching of Thinking" (Raymond S. Nickerson); "The School as a Home for the Mind: A Climate for Thinking" (Arthur L. Costa); "Government Processes for Including Thinking Skills in the Curriculum" (Sandra Falconer Pace); "Enhancing Learning in the Context of School" (John B. Biggs); "Teaching Thinking to Preschoolers" (M. A. Price); "Teaching Cognitive Strategies in the Classroom: A Content-Based Instructional Model" (Kofi Marfo et al.); "Knowledge Maps as Tools for Thinking and Communication" (Selby H. Evans and Donald F. Dansereau); "Exploring the Teaching of Thinking Skills in History" (Robert S. Patterson and Sharon I. Jamieson); "Thinking Skills or Strategic Behavior and Arithmetic Word Problems: Research, Assessment, and Instruction" (Dan G. Bachor); "Modeling Reading as a Cognitive and Linguistic Skill" (Che Kan Leong); "Metalinguistics and Reading Ability" (Gabriel J. Mancini et al.); "Social Cognition and Social Competence: Instructional Issues" (Gabriel J. Mancini et al.); "Planning Competence and Managerial Excellence: A Research Framework" (Joya Sen and J. P. Das); "Assessing the Outcomes of Learning" (Thomas O. Maguire); "Evaluating Programs That Claim To Teach Thinking Skills: Critical Issues and Options" (Carmel French and Fred French); and "Enhancing Learning and Thinking: Some Questions" (Jac Andrews et al.). References accompany each chapter. (JB)

ED 342 286 HE 025 209

The Economic Impact of Higher Education on the Kansas City Metropolitan Area 1988-1989. A Report.
PUB DATE- Apr 91
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Business; College Students; Cost Effectiveness; *Economic Impact; Employees; Employment; Expenditures; *Higher Education; Job Development; Labor Market; School Business Relationship; School Community Relationship; Taxes
IDENTIFIERS- *Kansas (Kansas City); Kansas City Regional Council for Higher Education; *Missouri (Kansas City)

A study was formally requested by the Kansas City Regional Council for Higher Education Institutional Research Directors' Group in the spring of 1990, to examine the economic impact of higher education on the Kansas City, Missouri and Kansas, metropolitan area. An economic impact model was used which includes the four major components of direct institutional, employee, student and visitor expenditures in the area, plus a multiplier (2.25) to account for additional business volume generated. Twelve colleges and universities and the University of Kansas Medical Center participated in the study and provided

University of Notre Dame; Sister Virginia Kampwerth of Ancilla College; Carl Lutz of Indiana Vocational Technical College; Amelia M. Munoz of the South Bend Education Center; Mary Nucciarone of Saint Mary's College; Karen Rasmussen of the Indiana Commission for Higher Education; Joseph A. Russo of the University of Notre Dame; John W. Schulz of the human resources division of Miles, Inc.; Victor Stolzfus of Goshen College and Cleophus Washington of Manse Law Offices. Also included are the prepared statements of the witnesses and of those who were not able to appear as well as letters and supplemental materials. (JB)

ED 342 303 HE 025 274

Apling, Richard N.
"Nontraditional" Students Attending Postsecondary Institutions. CRS Report for Congress.
PUB DATE- 13 Jun 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *College Students; Community Colleges; Dependents; Dropouts; Economically Disadvantaged; Federal Programs; Higher Education; Minority Groups; *Nontraditional Students; One Parent Family; Part Time Students; Public Colleges; Reentry Students; Self Supporting Students; Sex Differences; *Student Characteristics; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Act Title IV

This report examines "non-traditional" students in higher education and their characteristics, the types of institutions they attend, and their participation in federal student aid programs. Using data from the "National Postsecondary Student Aid Survey of 1986" the study compares five groups of "non-traditional" students with data for all undergraduates and for "traditional" students. The five groups of "non-traditional" students include students who are independent of their parents' support, part-time students, "older" students (24 years and older), students without high school diplomas, and students who are single parents. Highlights of the report's findings indicate that there is considerable overlap between categories of "nontraditional" students; that 81 percent of single-parent students are women, 42 percent are members of minority groups, and 71 percent have incomes below $15,000; that independent students overall tend to have lower family incomes compared with dependent students; that "nontraditional" students are most likely to attend public community colleges (63 percent of part-time students are enrolled at community colleges), and that "nontraditional" students participate at different rates in federal student aid programs (i.e., one-third of independent students receive some Title IV aid while 12 percent of part-time students receive Title IV aid). Included are 6 tables and 15 references. (JB)

ED 342 304 HE 025 275

Riddle, Wayne Clifton
National Security Education Act of 1991: Summary and Analysis. CRS Report for Congress.
PUB DATE- 15 Jan 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Outcomes Assessment; Colleges; Cultural Influences; *Educational Assessment; *Educational Quality; Educational Resources; Foreign Countries; Higher Education; Management Systems; *Program Development; Program Implementation; *Systems Approach; Universities
IDENTIFIERS- United Kingdom

This paper discusses the increasing interest in quality assurance in British education including its measurement and management through the introduction of a quality assurance system. The reasons and benefits of beginning a quality assurance system are discussed, and questions of what constitutes quality, whether it is quality in fact (specification adherence), or quality in perception (consumer viewpoint), are considered. Three quality assurance systems are examined: British Standards 5750 Quality Systems Total Quality Management; and a system of the Staff College's devising. Also examined are two issues surrounding the implementation of a quality assurance system, namely, the type of college culture that exists, and the resources which the college is prepared to commit to quality assurance. Finally, the report outlines the stages for introducing a quality assurance system in the college setting. Stage 1 discusses the appraisal and diagnosis process and provides a checklist to assist the college in assessing its existing quality culture. The second stage examines the measurement of managerial commitment, and stage 3 focuses on costing considerations and analysis. The last three stages cover establishing a plan of action; involving everyone in the quality process; and review and evaluation. Contains 11 references and a 20-item bibliography. (GLR)

ED 342 324 HE 025 297

Reghenzani, Denise M.
International Travel and Study Programs: A Preliminary Exploration from a Traditional and Non-Traditional, Credit and Non-Credit Perspective.
PUB DATE- 14 Nov 91
NOTE- 21p.; Paper presented at the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Credits; Cultural Awareness; Cultural Exchange; Exchange Programs; Foreign Culture; Foreign Students; Global Approach; Higher Education; International Communication; International Cooperation; International Education; *International Educational Exchange; International Programs; International Relations; *Lifelong Learning; Student Exchange Programs; *Study Abroad; *Travel; World Problems

This paper explores many aspects of international travel and study programs, focusing on the part played by such travel programs in the development of higher and adult education. The paper notes the roots of travel/study combinations in the Chautauqua model and the expansion of choices and formats for study abroad in recent times. The increasing numbers of non-credit, post-compulsory programs are described, as is the continuing development of college and university for-credit programs. The concepts behind the growth in credit and non-

Gary D. Bass, Executive Director, OMB Watch; and A. Dallas Martin, Jr., President, National Association of College Admission Counselors. Also included in the document is a U.S. Department of Education publication called "The Key to the Future," that provides information to assist those interested in seeking student aid, including how to get it, what's available, and general information on the department's Student Aid process. Appendices contain: (1) prepared statements of witnesses in order of appearance; (2) statements from Senators Lieberman and Rudman; (3) responses from the National Association of Student Financial Aid Administrators to Senator Rudman's questions; and (4) responses to questions from Senator Kohl by the U.S. Department of Education. (GLR)

ED 342 342 HE 025 317

Reauthorization of the Higher Education Act: U.S. Student Association. Joint Hearings before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources United States Senate, and the Subcommittee on Postsecondary Education of the Committee on Education and Labor.
PUB DATE- 91
NOTE- 132p.; Education and Labor Serial No. 102-42. Portions contain small, marginally legible print. For related documents, see HE 025 318-320.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; College Admission; Economically Disadvantaged; Educational Legislation; *Equal Education; *Federal Aid; *Federal Legislation; Hearings; Higher Education; Paying for College; Student Financial Aid; Student Loan Programs; Student Needs; Tuition
IDENTIFIERS- Congress 102nd

This document contains testimony and prepared statements presented at a hearing held on the initiative of the U.S. Student Association as the kick-off for a series of student-led regional hearings on the Higher Education Act and particularly the financial implications that students and families from across the United States to be held across the nation during the Higher Education Act reauthorization process. The purpose of this campaign is to ensure that students' suggestions are heard before the bill is marked up. Among issues addressed were why the gains in equal access to education, seen between 1945 and 1980, have broken down in the last decade; and what should be done to strengthen the bill so that access may be protected and increased. Witnesses testifying before the joint committee and presenting prepared statements included students and officers representing various universities and colleges, as well as national student organizations. Also presenting their comments were the following: Frank Newman, President, Education Commission of the States; Tajel Shah, Vice President, U.S. Student Association; Americo W. Petrocelli, Commissioner of Education, Providence, Rhode Island; Brenda Dann-Messier, Director, Rhode Island Opportunity Center; and Seth Kurn, Executive Vice President, New England Institute of Technology. (GLR)

ED 342 343 HE 025 318

Hearing on the Reauthorization of the Higher Education Act of 1965: Library Programs. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, process was assessed in 10 civilian agencies as well as the extent to which they had implemented planning controls described in 22 selected plans. The National Institute of Standards and Technology (NIST)/National Security Agency (NSA) review of the plans was also assessed. Officials cited three problems relating to the design and implementation of the planning process: (1) the plans lacked adequate information to serve as management tools and some agencies already had planning processes in place; (2) managers had little time to prepare the plans; and (3) the Office of Management and Budget (OMB) planning guidance was sometimes unclear and misinterpreted by agency officials. This report provides background information on the Computer Security Act and discussions of each of the three major problems identified. It concludes by recommending that NIST, NSA, and OMB provide guidance and technical assistance to federal agencies by visiting the agencies and discussing their computer security programs, the extent to which they have identified their sensitive computer systems, the quality of their security plans, and their unresolved internal control weaknesses. Six appendices cover the objectives, scope, and methodology of the reviews; the systems covered by the 22 plans reviewed; a composite security and privacy plan; NIST/NSA feedback on computer security plans; the status of security controls in 1,542 plans; and major contributors to the report. Four related publications are listed. (DB)

ED 342 363 IR 015 393

Lockwood, Fred
Data Collection in Distance Education Research: The Use of Self-Recorded Audiotape.
PUB DATE- 91
NOTE- 29p.; For a related report, see IR 015 391. This book forms part of "Research in Distance Education," a unit offered by Deakin University (Victoria, Australia) and the University of South Australia.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Audiotape Recordings; Comparative Analysis; *Data Collection; *Distance Education; Foreign Countries; Higher Education; *Interviews; Qualitative Research; *Research Methodology; Speech Communication; Student Attitudes; Use Studies
IDENTIFIERS- Open University (Great Britain)

This study demonstrated the use of self-recorded audiotape to collect data on students' perceptions, attitudes, and use of learning activities in written teaching texts. The process of asking students to respond to questions within the teaching text was straightforward and presented few problems in subsequent analysis. On several indicators considered, such as length of audio recording, comparison of closed-ended responses and identification of constructs, the data collected by self-recorded tape compared favorably with that collected by other methods. Further consideration of this form of data collection acknowledged the limitations imposed by self-recorded tape but recognized attractive features worthy of exploitation. Three forms of learning benefits to the students were identified through this method of collecting data: (1) those related to students' learning from the course; (2) those related to social interactions among students were typically found for small group CBT activities. Small group CBT can thus seemingly help educators and trainers meet the contemporary challenge of using computers with dwindling financial resources. (57 references) (DB)

ED 342 382 IR 015 416

Television in the Classroom: What Does the Research Say?
PUB DATE- Nov 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Childrens Television; Comprehension; *Educational Television; Elementary Education; Foreign Countries; *Instructional Effectiveness; Lesson Plans; *Programing (Broadcast); Television Viewing; Use Studies
IDENTIFIERS- Printed Materials

Television is widely used in Ontario (Canada) public schools and is appreciated for making teaching more effective. Yet studies on the effectiveness of television as a learning tool outside of the classroom are ambivalent: many have claimed television to have a negative effect on learning, while others show neutral or moderately positive effects. Much of the uncertainty may have to do with the complexity of decoding information from television--which is a more challenging process, requiring more background information--than many people think. There is evidence that decoding can be controlled in the classroom. In television-based systems, the teacher has control over the method of presentation and is able to incorporate the programs and print material. These systems are effective as teaching aids, not as a replacement to teaching. Furthermore, they cannot just be "turned on," but require preparation by the teacher, and incorporation into on-going classroom lessons. There must be a close "fit" between the television component, the school curriculum, and the student. Despite widespread use, there are some limitations in accessing the programs and print material, and in teacher training. But when properly employed, television can be effective as a motivator for students; as an introduction to classroom topics; and as an aid that can increase classroom-based learning. (25 references) (DB)

ED 342 383 IR 015 418

Evans, Terry, Ed.
Research in Distance Education 1. Revised Papers from the Research in Distance Education Seminar (1st, Geelong, Victoria, Australia, 1989).
PUB DATE- 90
NOTE- 268p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Developing Nations; *Distance Education; *Educational Research; Educational Technology; Educational Trends; Foreign Countries; Mathematics Education; Postsecondary Education; *Research Methodology; *Research Needs; Seminars; *Theory Practice Relationship

This collection of 16 papers grew out of a seminar held in 1989 on Research in Distance Education (RIDE). The participants in

Latin America and the Carribean. Booklet 8.
PUB DATE- Aug 91
NOTE- 32p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-921.
LANGUAGE- English; French; Spanish
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Cultural Centers; Foreign Countries; Higher Education; History; Library Instruction; Library Services; *Public Libraries; User Needs (Information)
IDENTIFIERS- Africa; China; India; South Africa; Taiwan

The six papers in this collection were presented at three sections of the Division of Regional Activities: (1) "A la recherche d'Approches adaptees aux Besoins en Documentation des Africains (In Search of an Approach Adapted to the Information Needs of Africans)" (Touria Temsamani Haji, Morocco); (2) "People's Libraries: An African Perspective" (Philip van Zijl, South Africa); (3) "Community Resource Centres and Their Contribution to the Development of an Alternative Public Library Model in South Africa" (Mary Nassimbeni); (4) "Growth of Libraries Since the Beginning of India's Civilization" (M. K. Jain); (5) "User Education in Chinese Academic Libraries: A Study of Current Programs in Taiwan" (Ellen F. Liu); and (6) "La biblioteca publica como centro de desarrollo cultural comunitario: una experiencia de conceptualizacion (The Public Library as a Cultural Center for the Community: An Experience of Conceptualization)" (Myriam Mejia, Colombia). (MAB)

ED 342 402 IR 053 921

IFLA General Conference, 1991. Workshops' Papers: Section of Geography and Map Libraries; Section of Art Libraries; Section of Children's Libraries joint with RT of Research in Reading; Children's Literature Documentation Centres (RT); Section of Libraries for the Blind joint with Section of Interlending and Document Delivery; Section of Government Information and Official Publications; Section of Information Technology; Professional Board Working Group on Management. Booklet 9.
PUB DATE- Aug 91
NOTE- 169p.; Papers presented at the International Federation of Library Associations (IFLA) General Conference (57th, Moscow, USSR, August 18-24, 1991). For additional papers from this conference, see IR 053 912-920.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Art; *Cartography; Childrens Literature; Computer Graphics; Databases; Elementary Secondary Education; Foreign Countries; Higher Education; Interlibrary Loans; Library Acquisition; Library Administration; *Library Collections; Library Education; *Maps; National Libraries; Online Systems; *Reading Research; Research Libraries; Scientific and Technical Information; Shared Library Resources; Special Libraries; Workshops
IDENTIFIERS- Catalog Conversion; International Federation of Library Associations

The 29 papers in this collection were presented at 9 conference workshops: "Inset Maps and Proposals for Their Description" (V. Kusov); "The Utilization of the Old Maps in Modern Researches" (H. Melnikova); (3) "New Series of Maps for Higher Schools:

(29) "Successful Management Techniques--School Library Style" (A. E. Handy); (30) "Put It in Writing: The Policy and Procedure Manual" (L. D. Gordon); (31) "Writing Selection Policy"; (32) "Selection Skills & Tools" (D. M. Cooke); (33) "Weeding a Middle School Reference Collection" (D. M. Cooke); and (34) "Good Reasons for Weeding" (N. Krabbe). A list of 59 related books concludes this guide. (MAB)

ED 342 420 IR 053 946

Phillips, Linda L.
IRIS: University of Tennessee, Knoxville/Vanderbilt University Joint-Use Program. October 1988-December 1990. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information; Facsimile Transmission; Higher Education; *Interlibrary Loans; Library Circulation; *Library Cooperation; Online Catalogs; Program Evaluation; Questionnaires; *Shared Library Resources; Surveys; *User Satisfaction (Information)
IDENTIFIERS- University of Tennessee Knoxville; Vanderbilt University TN

This report provides information about "IRIS," a one year interlibrary loan project between the University of Tennessee, Knoxville (UTK), and Vanderbilt University. IRIS, which was sponsored in part by a grant under Title II-D of the Higher Education Act, makes the Vanderbilt library's online catalog available for searching at the UTK Libraries, and new telefacsimile equipment provided by IRIS allows Vanderbilt and UTK Libraries to fax journal articles to each other. The first of three parts of the report presents general information about IRIS team members at the two universities and describes what the interlibrary loan situation was like before the grant. The narrative report in the second part presents a discussion of the methodology for implementing IRIS and evaluating the impact of the system on the two campuses. The third part presents a financial status report. A brochure describing IRIS, a copy of the questionnaire for IRIS users, and the composite raw data for the survey are appended. (MAB)

ED 342 421 IR 053 947

Gordon, Anitra, Comp.; Naughton, Renee, Comp.
School Library Management Notebook. Second Edition.
PUB DATE- 91
NOTE- 478p.; Compiled by the Editors of the Book Report & Library Talk.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - General (050),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Elementary Secondary Education; *Learning Resources Centers; Librarian Attitudes; *Library Administration; Library Automation; Library Circulation; Library Collection Development; Library Planning; *Library Services; School Libraries

This notebook presents ideas for and readings about producing a out of school for 5 years or longer, 23.7% for 1 year, and 10% for 2 to 3 years; (3) "desire to learn" was the most important influence to return to college for both men and women and for all ethnic groups, except black students; (4) other significant influences were "improved earning potential," "increased value on education," "improved emotional outlook," "occupation requires," and "dissatisfaction with job"; (5) the six top-ranked influences corresponded closely to the top-ranked "trigger" influences; and (6) 73% were returning to the college they had left originally. A literature review, the survey instrument, and a 119-item bibliography are included. (AC)

ED 342 437 JC 920 119

Armstrong, Judy
Assessing Skills from Placement to Completion.
PUB DATE- 15 Nov 91
NOTE- 46p.; Paper presented at the North Texas Community College Conference (November 15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; *College Outcomes Assessment; Graphs; Higher Education; *Outcomes of Education; Remedial Instruction; Scores; *Student Evaluation; *Student Placement; *Testing Programs; Two Year Colleges; Universities

A system to provide objective measures of institutional effectiveness was implemented at the Roswell branch of Eastern New Mexico University to determine whether the college was accountable to students, staff, and taxpayers; to improve the curriculum and programs; and to prepare for accreditation review in 1991. A task force spent the summer of 1988 researching and reviewing various forms of outcomes assessment. The program now consists of the following: entering students take placement tests in reading, English, and mathematics using the "Asset"; students in "College Success," a required course for entering students are given the Critical Thinking test; and after the completion of 45 units, the tests are retaken to obtain a post-test score. In addition, the school began tracking developmental studies students through their college coursework. Results of the testing efforts included the following: (1) in 1989-90, 46% of the entering students passed the math placement test, 49% passed the English placement test, and 59% passed the reading placement test; (2) in 1990-91, when Roswell switched to the "Asset" placement test, only 34% passed the math section, 32% passed the English test, and 35% passed the reading test; and (3) in 1989-90, 96% of the students enrolled in developmental math classes passed, 82% passed developmental English classes, and 83% passed developmental reading, while in 1990-91, pass rates were 88% for math, 73% for English, and 84% for reading. One of the advantages of the Roswell's testing program is that it facilitates comparisons with similar institutions and national norms. (JMC)

ED 342 438 JC 920 120

2 2 2 Articulation Handbook. Careers 2000: Partnerships for Success.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

by Cherie Corr, Joan Shack, and Anthony Walsh; (2) "Information Literacy: Progress and Prospects in the Community College Library," by Rosanne Kalick and Joseph Hankin; (3) "Serving the Community and Local Industry: Factory-Based ESL (English as a Second Language) Instruction," by Stephen M. Drinane; (4) "Assessing Student Development in a Community College Setting," by Howard Himelstein and Carol Stevens; (5) "Academic Advising Can Have a Positive Impact on Student Enrollment: The Results of an Integrated Admissions and Counseling Process on Student Enrollment," by Alan Seidman; (6) "Research Papers in History, Government and Economics at Dutchess Community College," by Christopher A. Robbins; (7) "A Rationale for Granting Academic Credit for College Success Courses," by Douglas A. Kenny; (8) "Educating for Peace: An Empowerment Approach," by Peter Sanzen; and (9) "Experiential Learning through Community Service: The Student Literacy Corps," by Richard Courage. (JSP)

ED 342 455 JC 920 139

Kangas, Jon; Budros, Kathleen
Competency and Persistence of New College Students Enrolled in Math 310 at San Jose City College, Fall 1990. Research Report #127.
SPONS. AGENCY- San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- Feb 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Community Colleges; *Educational Assessment; *Mathematical Enrichment; Mathematics Instruction; Mathematics Skills; Minimum Competencies; Minimum Competency Testing; Remedial Mathematics; Two Year Colleges

A study was conducted at San Jose City College (SJCC) to identify and track 163 new students enrolled in Math 310 over a period of several semesters. Data on the students' competency and persistence rates were collected for fall 1990 and spring 1991, along with subsequent math class enrollments and success rates. Study findings included the following: (1) 44% of the 163 students enrolled in Math 310 in fall 1990 achieved competency their first semester, and another 8 students achieved competency during the next semester; (2) only 72 (44%) of the Math 310 students persisted to the second semester; (3) no ethnic group achieved above a 50% competency rate or a 50% persistence rate; (4) White females and Black males had 50% or higher competency rates, while the competency rates for Asian females and Black females were below 35%; (5) Asian males (60%) and Black males (57%) had the highest persistence rates, while Asian females (33%), Hispanic males (33%), and Black females (18%) had the lowest; (6) the younger the student, the more likely he/she was to reach first-semester competence; (7) 62% of the students under 20 years of age persisted to the second semester, compared to 27% of the students over 35; (8) students in classroom settings reached competency at a much higher rate (64%) than those in structured labs (46%), though structured lab students persisted at a higher rate (55%) than classroom students (31%). Data tables, charts, and recommendations are included. (JSP)

ED 342 456 JC 920 144

Murray, John P.

in this study were the What If Situations Test and an authority scale developed for the study. Results suggest that many preschoolers were able to delineate clear limits to adult authority in sexual abuse situations even before they participated in the program. This finding applied regardless of the child's age. In addition, the prevention program seems to give children new information about authority in sexual situations, or it may confirm the knowledge they already have in this area. Implications for further research are discussed. Appended are six references and related materials. (GLR)

ED 342 474 PS 020 326

May-Campbell, Christine
Improving the Homework Completion Rate of Grade Six Students in English through Alternate Assignments and Feedback.
PUB DATE- 91
NOTE- 106p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; *Elementary School Students; English Instruction; *Feedback; Grade 6; *Homework; Improvement Programs; Individual Differences; Intermediate Grades; Positive Reinforcement; Self Esteem; *Student Developed Materials; Student Motivation; *Student Responsibility; *Teacher Developed Materials; Teaching Methods
IDENTIFIERS- Flexibility (Teacher)

This practicum was designed and implemented to increase the homework completion rate of sixth graders in English classes. Objectives were formulated to reflect a statistical increase in homework completion rate by means of calculation and analysis of a computerized gradebook. A review of the literature revealed several viable strategies to increase the homework completion rate of students. Teacher-generated alternate assignments, student-generated assignments, and feedback were selected as the primary solution strategies. Throughout the implementation period, alternate homework assignments were created and used. Students were given the opportunity to design homework assignments that accommodated their individual interests and learning styles. Written feedback was provided, and evaluated assignments were distributed daily. Evaluation and analysis of the computerized gradebook proved that the practicum's statistical objectives had been met. Although the results reflected a minimal level of student achievement, unanticipated results occurred throughout the implementation period. Flexibility of homework assignments enabled the students to produce creative literary pieces and graphic representations that far surpassed expectations. The majority of the students exhibited an increase in motivation, self-esteem, and pride in accomplishment. Recommendations for furthering the primary solutions used in this practicum are provided. Appended are 15 references and related materials. (Author/GLR)

ED 342 475 PS 020 329

Wintre, Maxine Gallander; McVey, Gail
Consultant Preferences of Children and Adolescents: A Replication and Expansion to Include Sex Bonds.
PUB DATE- Apr 91
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April

children's intellectual, social, emotional, and physical development. Facilitation activities conducted by Far West Laboratory as part of its Bay Area Early Intervention Program in Marin City and the Western Addition of San Francisco led to the development of Families First. Discussion in this report on the program concerns theoretical and research foundations of the program, its intervention philosophy, its programmatic approach, and its goals, which concern children, program families, community functioning, and agencies. Documentation and evaluation of program efforts are seen as an integral part of the intervention. A list of participating agencies and their roles is provided. Appendixes include a bibliography of nine references and background information on Marin City. (GLR)

ED 342 494 PS 020 362

Morris-Bilotti, Sharon
The Plight of America's Children: A Plea for Entitlement.
PUB DATE- 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Child Abuse; *Child Advocacy; Child Health; *Childhood Needs; Children; *Childrens Rights; *Child Welfare; *Futures (of Society); Individual Power; Poverty; Sociocultural Patterns; Socioeconomic Influences; Trend Analysis

The status of American children is worse today than it has been at any time in the past 50 years. One in every five children in the United States lives in poverty. The incidence of physical, sexual, and emotional abuse has increased dramatically. Many children are physiologically and emotionally damaged or dying from the primary or secondary effects of alcohol and drugs. Nearly 10 million children are emotionally disturbed or mentally ill, with most lacking adequate treatment. One million teenagers have children. Life for minority children is getting worse. School-age children in general are not learning. Children are suffering from an informal policy of national neglect that will have devastating consequences in the years ahead. By the year 2050, a total of 146 million Americans will be in their prime years of productivity. If that number is reduced by millions of adults who are victims of today's neglect, the number of nonproductive, functionally dependent Americans of all ages will exceed the number upon whom they will realistically be able to depend. To remedy this situation, the United States must have a formal social and economic policy that every child is entitled to an opportunity to reach his or her full potential. If children are to be guaranteed opportunities for self-actualization, then their physiological, social, security, and self-worth needs must be met. (AC)

ED 342 495 PS 020 365

Morris, Theresa E.; And Others
Contextual Influences in Mother/Child Conversation: Gross Versus Fine Motor Play.
PUB DATE- Apr 91
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

standard written formats and teach them to children. "Written Ute English: Texture, Construction, and Point of View," by William Leap, and "Narrative Literacy Patterns of Northern Ute Adolescent Students," by Sonia Manuel-Dupont, describe Native Americans' English dialects and suggest better English-teaching methods. Jon Reyhner's "A Description of the Rock Point Community School Bilingual Education Program" discusses the use of Navajo and English as languages of instruction. Rangi Nicholson's "Maori Total Immersion Courses for Adults in Aetearoa/New Zealand: A Personal Perspective" describes an effort to restore the Maoris' native language. Barbara J. Walker's "A Reading Strategies Program for Native American Students," and "Cooperative Approaches to Language Learning," by Lois A. Hirst and Christy Slavik, describe teaching strategies in reading. David M. Davison's "An Ethnomathematics Approach to Teaching Language Minority Students" describes how language awareness helps Native Americans learn mathematics. NALI is described in a final chapter. (TES)

ED 342 513 RC 018 171

Littlefield, Carla N.; And Others
Family Planning for Migrant Farmworkers of Mexican Culture: A Framework for Action.
PUB DATE- Feb 86
NOTE- 93p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; *Contraception; *Family Planning; *Health Education; *Mexican Americans; Mexicans; Migrant Health Services; *Migrant Workers; Pregnancy; *Program Implementation
IDENTIFIERS- Mexico

This guide, written for health managers and clinicians, provides information to meet the family planning needs of migrant farmworkers of Mexican culture. The promotion of maternal and child health for migrant farmworker families has brought attention to the incidence of high risk pregnancies among this population. Research indicates that a need exists to increase accessibility and acceptability of family planning services for Mexican American migrant farmworkers. Because of the cultural similarities between Mexicans and Mexican Americans, successful family planning programs in rural areas of Mexico are relevant to service providers in the United States. The first chapter of the guide focuses on women and discusses maternal and infant health risks, social influences and attitudes toward family planning, contraceptive methods for women, and effective means for delivering services. Chapter 2 discusses adolescents and describes influences on adolescent sexuality, risks for sexually active adolescents, contraceptives for adolescents, program implications, and effective means for delivering services. The last chapter centers on the role of males in family planning. Involving males in family planning and providing accurate information about contraceptives would promote positive outcomes. Male methods of contraception are also discussed. Each chapter contains a list of references. Appendices include six family planning case histories, a model family planning project for women at risk, a detailed description of contraceptive methods, and a listing of additional resources for family planning assistance. (LP) for the state. Initially, voice mail was placed on this telephone service, but was later replaced by a library staff member at the request of the students. The goal for turnaround time was 48 hours from receipt of request to mail pickup. From fall 1989 through December 1990, the library answered 586 information requests, which came from 90 Alaskan villages and towns. During this period, there was an enrollment of 8,087 students in rural Alaska, giving a 7.2% use rate. There was an increase from 5.6% use in fall 1989 to 9.5% use in fall 1990. Over 40% of the requests were filled within the 48-hour turnaround goal. More students than faculty used Extended Campus Services, and the majority of users were female. The library has begun using the facsimile machine extensively, and is planning an information-seeking skills course for rural students. This document contains several maps and figures. (KS)

ED 342 531 RC 018 483

Bass, Randall V.; Bass, Jo Ann F.
Meeting the Needs of At-Risk Students: Youth Opportunities Unlimited.
PUB DATE- 20 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Federal Programs; Higher Education; *High Risk Students; High Schools; Job Development; Job Skills; *Potential Dropouts; Program Effectiveness; Program Implementation; *Student Employment; *Youth Programs
IDENTIFIERS- Arkansas; Job Training Partnership Act 1982

Youth Opportunities Unlimited (YOU), a program operating on funds from the Job Training Partnership Act (JTPA), was initiated at Arkansas State University in 1989. The 60-day program is targeted to economically disadvantaged 14- and 15-year-olds who are on grade level and have been identified as being likely to drop out of high school, but are not exceptional in other ways (e.g., learning disabled or emotionally disturbed). Participants live on campus and work 20 hours a week and earn one semester credit in English and mathematics. Students are administered the Metropolitan Achievement Test at the beginning and the end of the program to assess the program's academic effectiveness. In 1990, students made academic progress in reading, language, and mathematics. The job developer is responsible for locating jobs for students, keeping records of time worked, monitoring job performance, and acting as a liason between the YOU program and the job site supervisors. Part of the federal minimum wage is paid to students weekly and the rest is placed in an account and given to the student after completing the program. A component of the program, the Job Club, emphasizes the development of good work habits. In addition, students are provided with health and dental care, counseling, tutoring, recreational activities, and educational field trips. Students completing the program are followed through high school and student grades are reported to the follow-up coordinator each semester. Although exact figures are not available, the program for 1990 seemed successful as all students are still in school one year later. (LP)

ED 342 532 RC 018 484

90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Competency Based Education; *Early Intervention; *Evaluation Criteria; *Graduate Study; Higher Education; Individual Needs; Infants; Preschool Education; Professional Education; Program Development; Program Implementation; Rural Areas; *Special Education Teachers; Toddlers
IDENTIFIERS- Project TRAIN (Special Education); Wisconsin

This paper describes Project TRAIN (Training Rural Area Interventionists to meet Needs), a federally-funded competency-based program that provides graduate-level preservice training for early intervention professionals interested in working with special-need infants, toddlers, and their families. In the third year of the program 19 trainees have participated in Project TRAIN on a part-time basis. Trainees were recruited from early childhood special education teachers and service providers from a variety of human service disciplines. The competencies training focuses on roles and skills needed by early interventionists who work in rural areas. These roles include: (1) direct service provider for infants, toddlers, and families; (2) transdisciplinary team member; (3) community networker; (4) facilitator of personnel and program development; and (5) director of own professional development. The 50 competencies are listed within the context of these roles. The graduate training program includes both existing and new coursework, two graduate practica and two graduate level seminars. The Supervisory Instrument of Gains and Needs to Assess Learners (SIGNAL) was designed to assess the level of competency achieved by early intervention personnel. The limitations of the program include difficulty in recruitment and inadequate staff time required to implement the program in addition to other university responsibilities. The benefits include the realization of a field-validated graduate training program that will be integrated into the university curriculum. (LP)

ED 342 549 RC 018 501

Lacina, Lorna J.; And Others
Rhythm and Blues: Enhancing Learning through Movement and Music. A Look at the Modes of Presentation of Special Education and Regular Elementary Teachers in a Rural School District in Louisiana.
PUB DATE- 18 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473. Tables contain broken type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Body Language; *Classroom Techniques; *Cognitive Style; Elementary Education; *Elementary School Teachers; Language Arts; *Learning Experience; Mathematics; Movement Education; *Music; Sciences; Social Studies; *Special Education Teachers

This study examined the variations in the modes of presenting classroom lessons by special education and regular elementary teachers in four rural Louisiana schools. Questionnaires were daily activities as experienced and perceived by practitioners. The label, "SwampLog," was inspired by Donald Schon's metaphor used to distinguish the "swamplands of practice" from the "high, hard ground of research." Keeping a SwampLog consists of recording four general types of journal entries, each distinguished by its own purpose. The general entry types are: (1) daily log entries serve as an ongoing record of daily events and receptacles for the observations, insights, and feelings that make up daily practice; (2) summary log entries are journal notations that draw together into summary format the recent past events of practice and are intended to help bring clarity and focus to those events; (3) reflections and explorations are entries intended to help develop understanding about the implications of experience; and (4) steppingstones entries propose actions through a written plan that is realistic. When used by colleagues as part of an ongoing and collaborative inquiry group, structured journalizing can encourage individual and organizational renewal. Some principles of journal keeping in collaborative environments are: (1) using the journal frequently over a long period of time; (2) writing honestly in an unpremeditated fashion; (3) rereading the journal often; and (4) keeping journals private unless one willingly reads aloud for group work. This paper contains 62 references. (KS)

ED 342 567   RC 018 520

Seiter, Carl
Rural America--Learn Your History or Repeat It: A Three Legged Stool Doesn't Tip Over.
PUB DATE- 17 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; Elementary Secondary Education; *Rural Areas; Rural Development; Rural Education; *Rural Urban Differences; *School Community Relationship; Social Problems; Social Theories; United States History

Rural people in their environment have the necessary attributes to successfully endure and survive those trials that would lead to urban decline. As societal problems require increased investment in existing institutions, the growing complexity eventually yields a lower level of benefits or returns. Urban problems such as hunger, homelessness, and crowding mirror events taking place in Third World countries. City dwellers command a disproportionate share of society's financial and natural resources and generate a disproportionate share of its wastes. Historically, rural America has benefitted from the continuity of home, school, and community as opposed to the fragmentation of urban life. Rural replication of fragmented urban institutions such as schools and welfare agencies may become counterproductive to the rural community. Economic development efforts in rural areas should involve young people and promote increased involvement and pride in the community. Increased economic opportunity should provide substantial reasons and means for youth to remain in rural areas as productive adults. Rural development efforts should involve: (1) carefully examining urban problems; (2) exploring, defining, and emphasizing the positive qualities of rural places; and (3) exploring school and community options that

Descriptions; *Recreation; *Therapy
IDENTIFIERS- *Rope Courses

This article presents the results of a survey conducted with 44 adventure programs working with families. Results of the survey show that the majority of families served by family adventure programs are step families. The source of the programs' primary referrals were mental health or medical staff. Programs reported that they worked almost exclusively (90%) in a multifamily format. The average family adventure program had been in existence for a little more than 3 years. Most family adventure programs worked with a specific hospital or treatment center (69%). Most of the programs (70%) characterized themselves as being therapeutic in function. The majority of adventure sessions are between 1 and 4 hours in length and last for only one session. Sixty percent of the total program time was spent on ropes course activities. The top three goals of the programs were increasing communication skills, gaining insight into family dynamics, and building trust. An average of 39% of the clients paid an extra fee for participation in the adventure portion of the program. Of the programs surveyed, 81% reported staff with at least master's degrees. Only 14% of the programs reported that research had been conducted on their program. Four program formats emerged from the survey. These categories are: (1) recreation; (2) enrichment; (3) adjunctive therapy; and (4) primary therapy. A major concern resulting from the survey is that "cross training" of staff in family therapy and adventure programming is questionable. (KS)

ED 342 585 RC 018 575

Moore, Jim
Psychosynthesis and Adventure Counseling.
PUB DATE- Oct 91
NOTE- 8p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Counseling Theories; Group Counseling; Outdoor Education; *Personality; *Personality Traits; *Psychological Characteristics
IDENTIFIERS- *Psychosynthesis

This paper describes the theory of psychosynthesis and suggests how it may be applied to the facilitation of adventure groups. Robert Assagioli's theory of psychosynthesis emphasizes inner psychological parts or elements and their interrelationships. He theorizes that integration or synthesis of these elements is possible. The goal then of psychosynthesis is wholeness, the integration of the psychological elements. Five key concepts of the model are: (1) the Self; (2) the "I"; (3) subpersonalities; (4) identification; and (5) disidentification. The Self is the true center of a person's identity and individuality, containing all the unique qualities and capacities. Normal daily consciousness is not of the Self, but of the "I", which is the reflection of the Self at the level of the personality. The personality is composed of numerous subpersonalities, recognizable as the different roles we play. In psychosynthesis terms, the "I" can identify with and have awareness of the various elements of the psyche. When the "I" consciously chooses to move awareness from one element to another, that

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Biological Sciences; Elementary Education; *Elementary School Science; Holistic Approach; *Science Activities; Science Education; *Science Materials

Project AIMS (Activities to Integrate Mathematics and Science) has as its purpose the integration of subject matter in grades K-9. Field testing of the curriculum materials produced by AIMS indicates that this integration produces the following beneficial results: (1) mathematics becomes more meaningful, hence more useful; (2) science is increasingly studied and understood, with a significant economy of time; (3) there is improved quality of learning and retention; and (4) there is a dramatic increase in students' motivation and involvement. This teaching guide to animals for grades k-6 contains 39 lessons, each with a teaching instructions page with lists of materials, objectives and procedures, and reproducible worksheets for students. Topics include: (1) "Insects and Spiders"; (2) "Mealworms"; (3) "Earthworms"; (4) "Snails"; (5) "Silkworms"; (6) "Isopods"; (7) "Aquatic Critters"; (8) "Adaptation and Camouflage"; and (9) "Food Chain." Also included is a vocabulary list for the unit, an index of skills, a list of children's literature to be used to extend these activities, a letter for parents, and information on the AIMS project. (CW)

ED 342 605 SE 051 963

Hoover, Evalyn; Mercier, Sheryl
Primarily Plants, A Plant Study for K-3. Project AIMS.
PUB DATE- 90
NOTE- 113p.; For other guides in this series, see SE 051 962-966.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Elementary School Science; *Plants (Botany); Primary Education; *Science Activities; Science Education; *Science Materials

Project AIMS (Activities to Integrate Mathematics and Science) has as its purpose the integration of subject matter in grades K-9. Field testing of the curriculum materials produced by AIMS indicates that this interpretation produces the following beneficial results: (1) mathematics becomes more meaningful, hence more useful; (2) science is increasingly studied and understood, with a significant economy of time; (3) there is improved quality of learning and retention; and (4) there is a dramatic increase in students' motivation and involvement. This teaching guide to plants for grades K-3 contains 26 lessons, each with a teaching instructions page with lists of materials, objectives and procedures, and reproducible worksheets for students. Topics include: (1) plant growth; (2) seeds, spores, and more; (3) plant needs; and (4) plant parts. Also included is a glossary, a list of the plant ideas from the California State Science Framework, a list of materials for the unit, and information on the AIMS project. (CW)

ED 342 606 SE 051 964

Hoover, Evalyn; Mercier, Sheryl
Primarily Physics, Investigations in Sound, Light and Heat for K-3. Project AIMS.
PUB DATE- 90
NOTE- 124p.; For other guides in this series, see SE 051 962-966.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- *Biological Sciences; Elementary Education; *Elementary School Science; Foreign Countries; *Physical Sciences; Process Education; *Science Activities; Science Education; *Skills; *Teaching Guides

This document presents a set of 12 science activity collections (a total of 144 activities) gathered from periodicals and other sources in Australia. The content areas commonly covered in elementary school science lessons are represented by such activity topics as: what you can do with a leaf; climbing liquids; silkworms; shadows; chemical force; yoghurt; batteries and bulbs; making a solar water heater; ourselves; mirrors; small creatures; and smell and taste. Objectives, materials, and procedures are discussed in each activity description. A skills references is provided for the following skills: observing; inferring; classifying; measuring; predicting; using space and time relationships; recording/communicating; hypothesising; experimenting; and problem solving. (CW)

ED 342 625 SE 052 047

Cain, Peggy W.; And Others
South Carolina Maps and Aerial Photographic Systems (SC Maps) Teaching Manual.
PUB DATE- May 90
NOTE- 147p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cartography; *College Science; *Earth Science; Field Trips; *Geography; Geology; Higher Education; *Maps; Photography; Resource Materials; *Science Activities; Science Materials; Secondary Education; *Secondary School Science; Topography
IDENTIFIERS- Aerial Photography; *South Carolina

South Carolina has mountain chains, monadnocks, rolling hills, varying drainage patterns, rivers, a delta, barrier islands, rocks over a billion years old and land that was once part of another continent. This document contains a set of curriculum activities that have been developed from a diverse collection of aerial photographic, satellite, topographic, and special purpose mapping products available through a variety of sources. The maps were carefully chosen to provide spatial perspectives through a variety of map scales featuring geologic features in each of the state's five landform regions, namely, the Blue Ridge, Piedmont, Sandhills, Coastal Plain, and Coastal Zone. Within each of the landform regions, one or more individual study sites have been selected for detailed student activities. The lesson plan for each study site contains the following components: (1) "Power Thinking," a scenario designed to focus students' awareness of the region; (2) "Rationale"; (3) "Instructional Objectives"; (4) "Materials"; (5) "Background Information"; (6) "Activities"; (7) "Enrichment Activities"; (8) "Places to Visit"; and (9) "Reference and Resources." Sources of the various types of maps referred to in the units are listed. (CW)

ED 342 626 SE 052 048

should consider for action are topics of discussion. The six faculty responses are from the following departments: Program in Social Ecology, School of Biological Sciences, Program in Information and Computer Science, School of Physical Sciences, School of Medicine, and School of Engineering. (KR)

ED 342 643 SE 052 428

Pfundt, Helga; Duit, Reinders
Students' Alternative Frameworks and Science Education. Bibliography. 3rd Edition. IPN Reports-in-Brief = Alltagsvorstellungen und Naturwissenschaftlicher Unterricht. Bibliographie. 3. Auflage. IPN-Kurzberichte.
PUB DATE- 91
NOTE- 317p.; For the second edition, see ED 315 266.
LANGUAGE- German; English
EDRS Price- EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biology; Chemistry; Cognitive Development; *Concept Formation; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Processes; *Misconceptions; Physics; Science and Society; Science Education; Sex Differences; Teacher Education; Teaching Methods
IDENTIFIERS- Constructivist Learning

This bibliography contains some 2,000 articles on empirical investigation and theoretical considerations covering the topic of students' conceptions entered before September 1990. Publications in journals, books, working papers, and contributions to conferences are included. English, German, and French publications, and ones in other languages are contained in the bibliography. The bibliography is divided into nine groups: (1) general considerations concerning research in this area; (2) everyday notions and scientific notions; (3) development of notions in the history of science as compared to development of notions of individuals; (4) language and notions; (5) methods of investigations; (6) investigations of students' notions; (7) instruction taking students' notions into account; (8) investigations of teachers notions; and (9) notions and teacher training. The entries include the author's name, year of publication, title, place of publication, and a set of keywords that help the reader to categorize the articles. Keywords indicate the group of the article (1-9), physics, chemistry, or biology, and further areas or concepts. Articles dealing with conceptions of the teaching and learning process, conceptions of science, conceptions on the use of science for technology and society, and empirical studies in which gender differences are investigated are also indicated by keywords. An author index, an appendix that contains publications added during the preparation of the present edition from October to December 1990, a second appendix that contains entries from another bibliography not listed in this bibliography, and a list of keywords are included. (KR)

ED 342 644 SE 052 498

Ohlsson, Stellan
Artificial Instruction. A Method for Relating Learning Theory to Instructional Design.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Sep 90
NOTE- 57p.
LANGUAGE- English

and priorities refers to the year the survey was conducted; information about equipment amounts and expenditures refers to the year prior to the survey (i.e. 1988, 1985, 1982). The study is limited to research equipment originally costing $10,000 or more per system. Sections under the headings of computer science, academic computer centers, and engineering include some or all of the following information: (1) annual expenditures; (2) inventory size and composition; (3) department assessments; (4) sources of inventory funding; (5) equipment needs and priorities; and (6) institution profiles. A list of sampled institutions is appended. (KR)

ED 342 659 SE 052 606

Academic Research Equipment and Equipment Needs in the Physical Sciences: 1989.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- Jan 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; Expenditures; Facility Inventory; Financial Support; Government Role; Higher Education; Laboratory Equipment; *Needs Assessment; *Physical Sciences; *Research Universities; Surveys; *Trend Analysis

This monograph is one in a series of analytical reports presenting findings from the National Science Foundation's 1989-90 National Survey of Academic Research Instruments and Instrumentation Needs. It describes recent national trends in academic research equipment and equipment needs in the physical sciences. It also documents equipment trends in central academic computing facilities. The data were obtained from a sample of 55 universities statistically selected to represent all institutions with annual science/engineering research and development expenditures of $3 million or more. The analysis compares data obtained in 1989 to similar data collected from the same institutions in 1986 and 1983. Information about current needs and priorities refers to the year the survey was conducted; information about equipment amounts and expenditures refers to the year prior to the survey (i.e. 1988, 1985, 1982). The study is limited to research equipment originally costing $10,000 or more per system. Sections are: (1) equipment investments and expenditures; (2) sources of funds; (3) perceived equipment trends; (4) types of existing and needed equipment; and (5) institution profiles. A list of sampled institutions and a list of university-administered federally funded research and development centers are appended. (KR)

ED 342 660 SE 052 607

Academic Research Equipment and Equipment Needs in Selected Science and Engineering Fields: 1989-90.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- May 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agriculture; Astronomy; Biology; Budgets; Chemistry; Computer Science; Engineering; Environmental Education; Expenditures; Facility Inventory; Financial Support; Government

of alliances. A description of the Triangle Coalition, a list of the major organizations that assist alliances, a list of academic alliances, a checklist of whom to involve in alliances, principles for building and maintaining alliances, examples of alliance programs, and a chronological summary of selected reports dealing with the issue of educational reform are appended. (KR)

ED 342 678 SE 052 812

Animals and Science. What You Should Know. What You Can Do. A Teacher's Guide.
PUB DATE- 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Animal Husbandry; Elementary Secondary Education; *Laboratory Animals; *Medical Research; *Resource Materials; *Science Activities; Science Education; Science History

This booklet provides information for teachers about the value of appropriate animal use in the classroom and some suggestions for assuring the proper care and use of animals in education. Discussion includes: (1) the importance of animals in education; (2) contributions of animals in classroom learning; (3) contributions of animals to science history and medical progress; and (4) animal welfare versus "animal rights" in the classroom. Information sources where teachers can obtain suggestions for hands-on activities involving animals in the classroom, a list containing major documents available from public and private organizations outlining policies, information, and resources regarding the care and use of animals in research and education, and a bibliography of books, brochures, and magazine articles that provide additional information are included. Milestones in biomedical research that depended on animal studies from pre-1990 to the present are provided. (KR)

ED 342 679 SE 052 853

Blank, Rolf K.; Engler, Pamela
Has Science and Mathematics Education Improved since "A Nation At Risk"? Trends in Course Enrollments, Qualified Teachers, and Student Achievement. Science and Mathematics Indicators Project.
PUB DATE- Jan 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Course Selection (Students); *Educational Change; Elementary Secondary Education; Higher Education; Mathematics Education; Minority Groups; Science Education; *Science Instruction; Surveys; *Teacher Qualifications; Teacher Shortage
IDENTIFIERS- America 2000

This paper draws on new data from four recent surveys, and outlines national and state indicators on three key questions concerning progress in science and mathematics education: (1) Are students receiving more instruction in science and related education effectively; and (3) the access points and strategies for making law-related education an integral part of preservice teacher education. The following papers are included: "Making LRE an Integral Part of Preservice Teacher Education Programs" (D. Naylor); "Lessons about Teacher Training" (L. Arbetman); "The Challenge of Teacher Education Reform" (H. Gideonse); "Civic Competency: A Natural Nexus with Law-Related Education" (J. Nelson); "Using Law-Related Education to Facilitate Students' Learning in Critical Thinking" (F. Rogers); "School Climate: Research Insights for the Education of Social Studies Teachers" (M. Hepburn); "LRE and Delinquency Prevention: Implications for Preservice Education" (R. Hunter); "Law-Related Education Research: Curriculum, Teaching, and Learning" (D. Skeel); "What Do Secondary School Teachers Need to Know?" (S. Rose); "Knowledge Base for Preservice Education Teachers of Law-Related Education at the Middle School Level" (C. Butler); "Citizenship Education in Elementary Schools: Preparing the Classroom Teacher" (A. Gallagher); "A Law-Related Approach to Foundations of Education" (L. Fischer); "Law and the Preservice Curriculum: A Proposed Curricular Model" (E. Walter Miles); "Law-related Education: The Link with Clinical Experiences in Teacher Education" (P. Maxey Fernlund); and "LRE in Elementary Social Studies Methods Textbooks and Courses: Perspectives, Issues, and Recommendations" (D. Naylor). (DB)

ED 342 699 SO 021 796

Concepts through Process. Arts Curriculum Guidelines.
PUB DATE- 87
NOTE- 161p.; Document printed on colored 5"x8" cards. Reprinted by Very Special Arts. Originally produced in 1974.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Artists; Concept Formation; *Concept Teaching; *Curriculum Development; *Dance; *Drama; Educational Philosophy; Elementary Secondary Education; Literature; Mass Media; *Music Education; State Curriculum Guides
IDENTIFIERS- Pennsylvania

Ten major art concepts and methods are presented in this Pennsylvania state curriculum guideline. These concepts include how artists invent and develop vocabularies, tools, and systems in the artistic process; how individuals and groups develop unique means and forms of artistic expression affected by their own experiences and culture; and how artists have many ways by which they organize pattern or form their work, using a variety of elements (light, sound, motion, space, time, and texture). Each concept is accompanied by motivational and discussion activities, group and individual experiences, hands-on activities, and documentation about the relationship among these concepts within outlined individual arts fields, visual art, music, drama, media, writing, and dance. (KM)

ED 342 700 SO 021 798

Art Evaluation Guidelines, K-12. Curriculum Support Series.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Miao-Dong Autonomous District of southern China. The discussion is based entirely on data presented by Wang (1979). From the examination, two rules with the following properties are posited: (1) vowel assimilation to a following consonant; (2) vowel assimilation to a preceding consonant; and (3) assimilation with respect to the feature high . The analysis leads to the conclusion that the SPE feature high is useful for describing the function of both vowel and consonants in the process of Hmu diphthongization. However, there are several unanswered questions about high especially in its interaction with "round" and "back." Contains 13 references. (Author/LB)

ED 342 265 FL 020 132

Proulx, Paul
A Transitional Orthography for Northern Canadian Native Languages.
PUB DATE- 88
NOTE- 18p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; *Canada Natives; Cree; Foreign Countries; Grammar; Initial Teaching Alphabet; Ojibwa; Oral Language; *Orthographic Symbols; *Phonemes; Uncommonly Taught Languages
IDENTIFIERS- Algonquin

A phonemic orthography poses serious problems for students from oral cultures, in part due to the very structure of such orthographies and in part due to negative transference from English spelling habits. A syllabic orthography minimizes the structural problems at the level of decoding, but is an obstacle to morpheme recognition and grammatical analysis. Early exposure to syllabics, followed by a gradual shift to a phonemic Roman alphabet, may be the most advantageous approach to Canadian Native literacy where grammatical analysis is one of its aims. Appended are instructions on articulatory phonetics and phonemics for Algonquin and a sample of Western Ojibwa. (Author/LB)

ED 342 266 FL 020 133

Rankin, Robert L.
A Relic of Proto-Siouan *ro/no "one" in Mississippi Valley Siouan.
PUB DATE- 88
NOTE- 6p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Languages; *Anthropological Linguistics; Contrastive Linguistics; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Cognates; *Sioux (Tribe)

Proto-Siouan "one" is reconstructed in two versions from two separate cognate sets, both of which are defective in that each has been entirely lacking from one or another of the major Siouan subgroups. One of the sets for "one" is found in Mississippi Valley Siouan, and it contains the same root as the indefinite article that is found in the same subgroup. Mississippi Valley Siouan, in Quapaw, also provides confirming evidence for the older of the two reconstructible words for data on a standard survey form with an overall measure for all institutions aggregated from those worksheets. The results indicated that nearly $500 million of the metropolitan area's economy in 1988-1989 was a direct result of spending by higher education institutions, their students, employees, and visitors. When this spending was recycled through the area's economy in several rounds the multiplier effect produced a business volume of more than $1 billion. The institutions also generated over 40,000 full-time jobs, and a return of $3.73 dollars on every tax dollar spent to support higher education. In addition, institutions of higher education lying just outside the immediate metropolitan area and hence not included in this study can be presumed to also contribute to the metropolitan economy. Appendixes include a list of participating institutions, additional technical details and definitions, copies of the study survey and worksheet, and three references. (JB)

ED 342 287 HE 025 210

Drake, David
An Unfamiliar Minority: Vietnam Veterans on Campus.
PUB DATE- 2 Oct 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Educational Environment; Enrollment; Graduate Study; Higher Education; Military Service; Minority Groups; Veterans Education; *Vietnam Veterans; Vietnam War; Working Class
IDENTIFIERS- Draft; Draft Lottery

This essay, based on the personal experiences of a professional librarian, who is also a Vietnam veteran, looks at why Vietnam veterans are a minority in higher education and the misconceptions that surround them. The lack of contact with actual veterans by administrators in many institutions of higher education is noted, and the paper goes on to identify various reasons for this. Among them are the regulations which at the time allowed draft deferment for enrollment in graduate school, the large numbers of soldiers drawn from working-class neighborhoods, the disproportionate number of minorities drafted, and the reduction in government benefits for veterans since World War II. The librarian's own experience in college following service in the war is recounted and the continuing threat of the draft and common misconceptions about the war are noted. Particular emphasis is placed on the lack of understanding within higher education about the war and its veterans due to their underrepresentation on campuses. (JB)

ED 342 288 HE 025 211

Seeberg, Vilma; Prange, Norm
Stratification in Access to Technical-Professional Higher Education: Higher Education Reform in the People's Republic of China, 1985-90. A Sociological Study.
PUB DATE- 14 Mar 91
NOTE- 37p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Pittsburgh, PA, March 14, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Area Studies; Colleges; Federal Aid; Federal Legislation; *Federal Programs; Fellowships; Financial Support; Graduate Study; Higher Education; International Educational Exchange; National Security; *Program Administration; Scholarships; Second Language Instruction; *Second Language Programs; Undergraduate Study; Universities
IDENTIFIERS- *National Security Education Act 1991

This report analyzes and summarizes the National Security Education Act of 1991 (NSEA) which authorizes a new program of aid for foreign language and area studies. The report discusses the legislation's aim to increase future national security through enhanced foreign language abilities and knowledge of other countries, the NSEA's authorized activities (scholarships, grants to institutions, and fellowships to graduate students), the program structure and administration including Department of Defense responsibility, program funding, service requirements (recipients of graduate fellowships or undergraduate scholarships must serve at least one year as a federal employee or as a teacher), eligibility, and application information. The report also discusses two issues that arose regarding NSEA during its congressional consideration and initial implementation: the relationship of this program to previously established international and exchange programs and questions of its relationship to federal intelligence agencies. The analysis found that this program fills an existing need in the international undergraduate educational exchange, that there may be some overlap with other federal programs for graduate fellowships, and that there are several solutions to problems of this program's relationship to intelligence agencies. Seven references are included. (JB)

ED 342 305 HE 025 276

Schenet, Margot A.
Reforming the Triad: Institutional Eligibility under Title IV of The Higher Education Act. CRS Report for Congress.
PUB DATE- 6 Jan 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Accreditation (Institutions); Educational Change; *Eligibility; *Federal Legislation; *Federal Programs; Federal State Relationship; Finance Reform; Government Role; *Government School Relationship; Higher Education; Standards; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Higher Education Act Title IV

As part of the reauthorization of the Higher Education Act of 1965 the Congress has examined concerns over the integrity of the student aid program and has consequently looked at reforming the current structure used to approve schools for program participation. The current structure has a "triad" format whereby schools that wish to participate must: (1) be accredited by an agency recognized for that purpose by the Secretary of Education; (2) be licensed or otherwise legally authorized to provide postsecondary education in the state in which it is located; and (3) be deemed eligible and certified to participate in federal student aid programs by the Department of Education. Reauthorization bills have proposed revising the definitions of eligible institutions and reforming the process by which institutions become eligible to credit programs are outlined; these include the value of cross-cultural experience, environmental concerns, the global economy/society, and international understanding. A table is presented that compares the merits, value, and importance of a study abroad experience with such programs' challenges, problems, and actions. Also described are such lifelong values and opportunities gained from international experiences as cultural sensitivity, social and professional polish, wider personal horizons, and improved career opportunities. Finally, the implications of the study abroad movement are discussed: the continued expansion projected for the future, and benefits for development of a "world class" work force. Suggestions for obtaining information on all the possible activities are emphasized. (39 references) (JB)

ED 342 325 HE 025 299

Brodigan, David L.
Focus Group Interviews: Applications for Institutional Research.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Higher Education; Institutional Research; *Interviews; *Qualitative Research; Research Design; Research Methodology
IDENTIFIERS- *Carleton College MN; Focus Group Assessment; *Focus Groups Approach

This paper introduces focus group interview research. It presents a description of the principal characteristics of such research, consideration of some applications by colleges and universities, a description of the planning and implementation involved, and examples from a study using this approach at Carleton College, Minnesota. To begin, the paper defines focus group research and explains how it differs from other qualitative research methods. Focus group research involves small numbers of individuals drawn from a population that is appropriate to the particular interests of the researcher. Sessions are conducted by the researcher or a trained moderator. Several examples of the use of focus group research by colleges and universities follow. Next, the paper considers four types of research applications that are appropriate for the choice of focus group research over other formats: (1) as an initial step for new research; (2) in conjunction with quantitative studies; (3) to aid the interpretation of results from surveys; and (4) as a means of investigation. Examples are given of focus group use at Carleton College. A lengthy section describes the planning, conducting, and logistical considerations involved in focus group applications. Concluding sections explain research costs and the analysis and use of findings. Twelve references are included. (JB)

ED 342 326 HE 025 300

Choosing South Carolina's Future: A Plan for Higher Education in the 1990's.
PUB DATE- 11 Jul 91
NOTE- 106p.; Attachment 1 contains filled type and will reproduce poorly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)

First Session.
PUB DATE- 16 Apr 91
NOTE- 93p.; Serial No. 102-35. Portions contain small, marginally legible print. For related documents, see HE 025 317-320.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Libraries; Educational Legislation; *Federal Aid; *Federal Legislation; Hearings; Higher Education; *Library Education; Library Facilities; Library Networks; Library Personnel; Library Planning; Library Services
IDENTIFIERS- Congress 102nd

This document presents testimony and prepared statements concerning Title II (Library Programs) of the Higher Education Act of 1965, and addresses ways in which to enhance and strengthen the resources and roles of academic libraries and information technology. Those giving testimony and/or providing prepared statements are the following: Richard M. Dougherty, president, American Library Association; Martha Bowman, Director of Libraries, University of Missouri, Columbia; E. J. Josey, School of Library and Information Science, University of Pittsburg; Elaine Albright, Director, Fogler Library, University of Maine; and Hiram L. Davis, Director of Libraries, Michigan State University. Additional statements are presented from Hon. William J. Jefferson and Hon. William F. Goodling, both members of the House of Representatives. (GLR)

ED 342 344   HE 025 319

Hearing on the Reauthorization of the Higher Education Act of 1965: Early Intervention. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 15 May 91
NOTE- 149p.; Serial No. 102-37. Portions contain small/marginally legible print. For related documents, see HE 025 317-320.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Admissions Counseling; College Admission; Economically Disadvantaged; Educational Legislation; *Equal Education; *Federal Aid; *Federal Legislation; Hearings; Higher Education; Intermediate Grades; Outreach Programs; Paying for College; Secondary Education; Student Financial Aid; Student Loan Programs; Student Needs; Tuition
IDENTIFIERS- Congress 102nd; *Higher Education Act 1965

This document presents tetimony and prepared statements concerning three pieces of legislation which seek to increase early intervention and outreach activities designed to inform students and their families about postsecondary education and student financial assistance options. The legislation provides for technical assistance to guidance counselors, highlights model counseling programs across the country, and ensures dissemination of information on postsecondary educational opportunities. Among those prsenting testimony are the following: Daniel Saracino, Dean of Admissions, Santa Clara University, Santa Clara, California; Paula Martin, Executive Director, the East Harlem College and Counseling Program, New York, New York; Cornelius Foley, President, State of New York Higher Education Services Corporation; and Eleanor Chelimsky, Assistant Comptroller General, Programs Evaluation and Methodology Division, General Accounting Office, Washington, D.C. Prepared statements are presented from several of these students' learning and development as a person; and (3) those that contributed directly to answering an assignment. The study also found that students' attitudes towards learning activities were often based on the amount of time necessary to satisfy the requirements of the activities, their reaction to the intellectual demands embodied in the activities, their desire to comprehend the material and to understand the author's arguments, and their perception of their learning capabilities. Examples of students' self-recorded audiotape responses are provided throughout. (15 references) (DB)

ED 342 364 IR 015 394

Stoll, Peter F.
The Expansion of Technology in New York State's Schools.
PUB DATE- Aug 90
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Peripherals; Distance Education; *Educational Technology; *Educational Television; Elementary Secondary Education; *Microcomputers; School Districts; *State Surveys; *Use Studies; Video Equipment
IDENTIFIERS- *New York

The results of two recent statewide surveys dramatically underscore the continued expansion and use of technology for instructional and management applications in New York State's school districts. The first survey is the fall 1989 Basic Educational Data System (BEDS) School Data Form Survey, which is completed annually by all public and nonpublic schools. The BEDS Survey requires schools to report on microcomputer, video, and distance education resources. Results of this survey indicate that microcomputers have increased in number primarily in the public schools, with 15,817 new computers in 1 year. A majority of the microcomputers in schools are the Apple II series. Computers were shown to be used both to assist learning and to manage instruction. The use of educational television and distance education are also reported to be on the rise with 91,605 teachers who use video for instruction and 527 schools involved in distance education activities. The second survey is the annual survey of BOCES (Board of Cooperative Educational Services) regional information centers (RICs) and regional computer centers (RCCs). This survey of school district use of computer management services found that 562 school districts are currently using at least 1 student or financial management service, and that use of such services through an online mode of delivery had increased from 341 districts in 1984-85 to 406 districts in 1987-89. Data are presented in both tabular and narrative formats. (DB)

ED 342 365 IR 015 396

ChanLin, Lih-Juan; Okey, James R.
Formative Evaluation of Outcomes, Products, and Processes During Instructional Development.
PUB DATE- Nov 91
NOTE- 15p.; Paper presented at the Annual International Conference of the Association for the Development of Computer-Based Instructional Systems (33rd, St. Louis, MO, November 11-14, 1991).
LANGUAGE- English

the seminar and those whose papers are included here were searching for new research methodologies, broadening their research agendas, and putting the practice of distance education under scrutiny. The following papers are provided: (1) "Introductory Comment" (Terry Evans); (2) "What Ever Happened to the Silent Revolution? Research, Theory and Practice in Distance Education" (Alistair Morgan); (3) "Hermeneutic Theory in Research in Distance Education" (Margaret Grace); (4) "Putting Theory into Place: Developing a Theory-Based Comparative Research Project in Distance Education" (Terry Evans); (5) "Research and Distance Education in Third World Contexts" (Richard Guy); (6) "Post-Fordism and Research in Distance Education" (Mick Campion); (7) "Chaos and Educational Computing: Deconstructing Distance Education" (Chris Bigum; (8) "Reporting Research in Distance Education" (Daryl Nation); (9) "Action Research in Distance Education: Some Observations and Reflections" (Herbert Altrichter); (10) "A Case-Study of Research Methods Course Development for Masters Awards" (Ted Nunan); (11) "Before...and After: MBA Participants' First Year Experiences of Distance Learning" (Dale Holt, Stanley Petzall, and John Viljoen); (12) "Pedagogical Evaluation and Change: Teaching and Research in Mathematics Distance Education" (Judy Mousley and Mary Rice); (13) "Culture, Curriculum and Mathematics Distance Education" (Nerida Ellerton and Ken Clements); (14) "If It's Good For You Do You Have To Swallow It? Some Reflections on Interaction and Independence from Research into Teletutorials" (Diane Thompson); (15) "Tinker, Taylor, Soldier, Spy...Roles and Challenges in Evaluative Studies of Technological Innovations" (Angela Castro); and (16) "At the End of the Line Is a Learner--Whom Is Distance Education Really For?" (Sue McNamara). A list of more than 400 references concludes the report. (DB)

ED 342 384 IR 015 419

Elimination of Library Reproduction Reporting Equipment. Report To Accompany H.R. 1612. Committee on the Judiciary, House of Representatives, 102nd Congress, 1st Session.
PUB DATE- Aug 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Copyrights; Fair Use (Copyrights); Federal Legislation; Hearings; Information Technology; Intellectual Property; *Public Libraries; *Reprography; User Needs (Information)
IDENTIFIERS- *Copyright Law 1976

Section 108 of the Copyright Act of 1976, Title 17 of the United States Code, spells out conditions under which libraries may photocopy copyrighted works without infringing the rights of their owners. Section 108(i) directs the Register of Copyrights to prepare and file a report every 5 years setting forth the extent to which this section has achieved the intended balancing of the rights of creators and the needs of users. The bill H.R. 1612 simply deletes paragraph (i) of section 108, thereby eliminating this recurring reporting requirement. On April 10, 1991, the Subcommittee on Intellectual Property and Judicial Administration held an oversight hearing on the Copyright Office. Evidence exists that section 108(i) has fulfilled its purpose of reporting to the Congress about the practical operation of the library reproduction provisions and the experience of copyright owners and users under the law. Additionally, it is estimated by the Congressional Budget

Their Role in the Cartographic Provision for the Higher Education" (O. Yevteyev); "The Contribution of Maps to the Development of Society" (Y. P. Arzhanov); "The Indivisibility of Art Librarianship" (P. Pacey); "International Exchange of Art Publications: Some Points for Discussion" (J. M. Shaw); "Materials for the Study of Russian/Soviet Art and Architecture: Problems of Selection, Acquisition, and Collection Development for Research Libraries, in Historical Perspective" (E. Kasinec, R. H. Davis; "The National Art Library and the USSR: Connections and Collections" (J. van der Wateren); "Collections, Scientific Activities, Literature Acquisition in the Library of the State Hermitage" (E. I. Makarova); "Tretyakov Gallery Scientific Library Collection" (A. Bolotova); "From Keeping to Knowledge. Theatre Library in Changing World" (L. V. Krotkova); "Fine Arts Data and Data Banks in the USSR" (D. G. Pertsev); "Automated Data Bank on Culture and Arts" (L. Tikhonova); "Young Adults and Libraries--A Troubled Relationship?" (I. Glashoff); "The Role of Reading in the Life of Contemporary Children and Teenagers" (A. Lebedeva); "Factors Which Contribute to Reading Motivation by Middle Grade Students in the United States" (S. Fitzgibbons); "How To Encourage Children To Read Foreign Literature?" (O. Miaotz); "We Have Read Different Tales (on value models in children's reading)" (M. Dubrovskaya); "Children's Literature Documentation Centres in the USSR: The Present-Day Situation and the Trends of Development" (Y. Prosalkova); "International Interlending of Materials in Alternate Formats: Planning and Executing a Worldwide Project" (E. Massis); "Conversion Technology of Multilingual Card Catalogues of Lenin State Library in Machine Readable Form with the Use of Scanning Devices" (A. Vostrikov, Y. Fenin); "The Application of Life Cycle Costing in Libraries: A Case Study Based on Acquisition and Retention of Library Materials in the British Library" (A. Stephens); "Library Use of Cost Analysis and Cost Recovery" (J. Goforth, M.E.D. Koenig); and "Management Education and Training for Librarians in Scotland" (I. M. Johnson, and others). (MAB)

ED 342 403 IR 053 922

Bixby, Pamela, Ed.
Is the Library a Place? Minutes of the Meeting of the Association of Research Libraries (118th, Montreal, Quebec, May 15-17, 1991).
PUB DATE- May 91
NOTE- 154p.; For the proceedings of the 117th meeting, see ED 338 247.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Budgets; *Cultural Pluralism; *Design Requirements; Facility Guidelines; Higher Education; Librarian Attitudes; Library Associations; *Library Facilities; *Research Libraries
IDENTIFIERS- *Association of Research Libraries

This membership meeting of the Association of Research Libraries (ARL) opened with an overview of library facility design in light of changing institutional and technological environments. The General Program Session included two panel presentations. The first featured architects who have designed library buildings and who offered their personal perspectives about a variety of problems and prospects. The second panel featured a librarian/building consultant and a library director, who provided an overview of the trends in academic library buildings and highlighted aspects of planning and building from well-organized and efficient school library program. The notebook is divided into 15 major sections, each of which begins with an overview of the topic, continues with practical discussions of different aspects of the topic, and is followed by background readings consisting of new articles. Most of these discussions have appeared as feature articles in "The Book Report" and "Library Talk." A section of helpful hints, drawn from the "Tips & Other Bright Ideas" and "Shoptalk" columns conclude each section. The overall school library management task is divided into the following sections: (1) Goals and Objectives; (2) Evaluation; (3) Public Relations; (4) Selection; (5) Circulation; (6) Processing; (7) Weeding and Inventory; (8) Aides and Volunteers; (9) Budget; (10) Computers; (11) Getting Organized; (12) Discipline; and (13) Overdues Management. The two final sections contain reproducible forms for use by the library media specialist and an extensive annotated bibliography of additional professional resources. (MAB)

ED 342 422 JC 910 352

Aagaard, David; And Others
A Matter of Perception: Understanding Learning Differences. Learning Disabilities Awareness Project. Understanding and Instructing the Learning Disabled College Student with Vocational Goals: A Model for Professional Development.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.; Department of Education, Washington, DC.
PUB DATE- 91
NOTE- 208p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Inservice Teacher Education; *Learning Disabilities; Models; Program Descriptions; Program Development; Special Needs Students; *Teacher Workshops; Two Year Colleges; *Two Year College Students; Videotape Recordings

Developed by the Los Rios Community College District (LRCCD) out of its own experiences with special needs students, this training manual provides ideas for organizing and presenting in-service staff development programs to increase awareness of learning disabilities. The first section of the manual discusses the model used at LRCCD to prepare its in-service program. The model includes the following steps: establish a campus task force; survey staff needs; establish a timeline; publicize the in-service; establish topics and presentation modes; select appropriate handouts; determine the in-service audience; create staff attendance incentives; select the in-service site and dates; and evaluate the in-service. The second section focuses on the components of workshop presentations, including guidelines on the selection of topics, adjustment of focus and length of speeches, and selection of speakers. In addition, descriptions of actual LRCCD presentations are included. The third section describes evaluation methods and components. A sample evaluation form and average scores on evaluation sheets are included. Appendixes contain sample forms, additional resources, and a bibliography. A videotape discussing the characteristics of students with specific learning disabilities, academic adjustments, workplace accommodations, and legal issues was developed to accompany the

PUB DATE- 91
NOTE- 188p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); *College Planning; Colleges; *College School Cooperation; Community Colleges; Educational Finance; Enrollment; Higher Education; *High Schools; *Intercollegiate Cooperation; Models; Program Descriptions; Transfer Programs; Two Year Colleges
IDENTIFIERS- *2 Plus 2 Plus 2 Articulation Programs; *California Community Colleges

With state funding, 2 2 2 articulation programs were developed on 25 California community college campuses to address the need to educate, train, and retain members of underrepresented groups in diverse occupations, to reduce high school dropout rates, and to coordinate the intersegmental transfer process. This handbook offers information and guidance on developing articulated programs that begin in the third year of high school, include two years of community college education, and are completed at a four-year institution. The handbook covers the following topics: (1) the history and background of 2 2 2 articulation, including definitions and principles; (2) the changing demographics of California's workforce and the implications for education; (3) the role of the 2 2 2 articulation council, including examples of councils and advisory committees; (4) faculty involvement; (5) articulation agreements, including sections on definitions, components, and procedures; (6) outreach, including student identification, recruitment, and retention; (7) student support services, including information for counselors and a suggested list of handbook contents; (8) tracking student enrollment; and (9) promoting and funding articulation programs. Each section includes overheads, handouts, sample forms, and references. A separate section on references and resources is attached. (JMC)

ED 342 439 JC 920 121

Spencer, Patricia A.
Improving Teacher Evaluation.
PUB DATE- 25 Mar 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Faculty Evaluation; Formative Evaluation; Higher Education; *Instructional Improvement; Peer Evaluation; Student Evaluation of Teacher Performance; Summative Evaluation; Teacher Administrator Relationship; *Teacher Effectiveness; *Teacher Evaluation; Teaching Skills

The formal evaluation process (FEP) is the primary tool provided by most two- and four-year colleges and universities to create more effective teachers. Yet, the FEP has little impact on teaching practice. The FEP serves merely to classify a teacher as a success or failure based on written records and rating scales from observations conducted every 2 to 3 years. In this system, teacher performance ratings are utilized to provide rewards and punishment without achieving the important goal of improving instruction. Classroom observations and peer review, two common segments of the FEP, are seen as either threatening

The Department Chairperson: The Confessions of a Researcher Turned Practitioner.
PUB DATE- Mar 92
NOTE- 21p.; Paper presented at the National Conference on Successful College Teaching and Administration (Orlando, FL, March 1-4, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; Administrator Responsibility; College Administration; College Faculty; Community Colleges; *Department Heads; *Leadership Qualities; Noninstructional Responsibility; *Participative Decision Making; *Teacher Administrator Relationship; *Teacher Attitudes; Two Year Colleges

A study was conducted to identify the expectations that faculty have of chairpersons. Previously, a study using a modified Delphi technique had revealed that the 50 participants believed that the chair should be responsible for a multitude of duties. However, the participants had a marked preference for shared or participatory leadership. Subsequent to the Delphi process, qualitative open-ended interviews were conducted with 10 faculty members to identify the influences and motivations for their responses to the Delphi items. The theme that the primary duty of a department chairperson is to facilitate the work of faculty was emphasized by all but one of the respondents. They frequently alluded to the lack of a precise role definition and the resultant organizational and morale problems and the tendency to overburden the chairperson. This ambiguity over the proper role may result from the difficulty of managing equally qualified professionals. The qualities sought in a department chair were unanimously agreed to be primarily interpersonal in nature. The dichotomous position of the chairperson as both faculty and administration means that neither group wholly trusts the incumbent. The study report includes the experiences of one departmental chair which confirm the study findings. (JSP)

ED 342 457 JC 920 145

Gotch, Donna; Brydges, Michael
Effective Teaching in the Multi-Cultural Classroom.
PUB DATE- 18 Nov 90
NOTE- 14p.; Report of a panel presentation for the Community College League of California (Los Angeles, CA, November 18, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Communication Skills; Community Colleges; Cultural Awareness; Cultural Differences; Instructional Effectiveness; Instructional Innovation; *Multicultural Education; Student Evaluation of Teacher Performance; *Teacher Behavior; Teacher Effectiveness; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Immediacy

Community college instructors and administrators need to understand teacher immediacy research and the role of immediacy in the multi-cultural classroom. Immediacy can be viewed as a combination of nonverbal behaviors used to accentuate a verbal message and reduce physical and psychological distance between interactants. Janis Andersen's research demonstrated that half

18-20, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Age Differences; Childhood Attitudes; *Consultants; Elementary School Students; Elementary Secondary Education; Females; Foreign Countries; High School Students; *Interpersonal Relationship; Males; Parent Student Relationship; Peer Relationship; *Preadolescents; Questionnaires; Sex Differences; Sexual Identity; Socialization; Teacher Student Relationship
IDENTIFIERS- Canada; *Cross Sex Interaction; Preference Data; *Same Sex Interaction; Sex Bonds

This study modifies and expands on earlier research in an effort to incorporate an examination of consultant's sex as an instrumental dimension in determining children's and adolescents' consultant preferences. It was hypothesized that: (1) children would prefer same-sex consultants, and this preference would continue for female adolescents; (2) if sex preferences reflected perceived differences in socialization functions, adolescent males would not demonstrate a same-sex bias; (3) peer preferences would increase with age; and (4) although children's preference for adult consultants would decrease with age, adults would remain viable consultants. Subjects, 241 males and females at ages 8, 11, 14, and 17 years in Toronto, Ontario, completed questionnaires that described five hypothetical problem situations. Subjects rated their preferences for 12 categories of consultants. The categories crossed three dimensions: age (peer, three years older, and adult); familiarity (familiar versus expert); and sex. As predicted, results revealed that male and female children preferred same-sex consultants, and this preference continued for adolescent females, but not males. Other findings demonstrated the importance of peer expert consultants and indicated that consultants who were three years older, while valued, are never the most preferred category. The findings address the importance of peer counseling programs and stress the need for female practitioners for female clients. (GLR)

ED 342 476 PS 020 330

Mosley, W. Henry; Cowley, Peter
The Challenge of World Health.
PUB DATE- Dec 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Child Health; *Demography; Developed Nations; Developing Nations; *Health; *Health Needs; Immunization Programs; *Infant Mortality; Injuries; Life Style; Nutrition; Womens Education; *World Problems
IDENTIFIERS- Health Policy; Health Status; Health Surveys; *Life Expectancy; Malaria

This report describes the health status of children and adults in developed and developing countries. Worldwide, life expectancy at birth rose from 47 to 67 years between the 1950s and late 1980s. However, more than 300 million people live in countries where life expectancy is below 50 years of age and 1 of every 10 newborns dies before age 1. In developing countries, UNICEF has led an effort to improve child survival through education, inoculation campaigns, anti-malaria and nutrition programs, and

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Individual Differences; Language Acquisition; *Mothers; Motor Development; Parent Child Relationship; *Parent Influence; *Play; Psychomotor Skills; *Speech Communication; Toddlers; Toys

This study examined the impact of play context on the speech of mothers and children. It was expected that the types of speech produced by both children and mothers when they played with toys that involve fine motor manipulation would differ from the speech produced when they played with toys that involve gross motor play. Sixteen children (eight boys and eight girls) of 18 to 30 months of age, and their mothers, were visited in their homes by a researcher. A motor skills scale measured the children's level of motor development. Mother and child were asked to play with toys provided by the experimenter. One group of toys elicited fine motor play and another elicited gross motor play. The interaction was videotaped and coded for language variables. As expected, motor context made a difference in the types of speech produced by both mother and child. Several issues regarding interpretations and implications of the results are considered. Appended are eight references and related materials. (GLR)

ED 342 496 PS 020 366

Burdon, Judith M.
Accreditation: A Charter for Quality in Early Childhood Services.
PUB DATE- Sep 91
NOTE- 9p.; Paper presented at the Early Childhood Convention (5th, Dunedin, New Zealand, September 8-12, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Administrator Attitudes; *Certification; Child Caregivers; Child Development Centers; *Day Care Centers; Early Childhood Education; Foreign Countries; *Institutional Evaluation; Parent Attitudes; Questionnaires; *Self Evaluation (Groups)
IDENTIFIERS- *New Zealand

An accreditation process that measures and assesses elements of high quality child care in New Zealand is reported. The process is based on the Early Childhood Program Accreditation procedure established by the National Association for the Education of Young Children, as modified for Australian use by personnel at the Queensland University of Technology. The accreditation process takes place in a number of stages, including the involvement of parents and the community. The steps include registration, self-study, validation, and finally the accreditation decision. The categories of quality include the following: (1) interactions among staff and children; (2) curriculum and programs for children; (3) interactions between staff and parents; (4) staff qualifications and development; (5) staffing patterns; (6) physical environment and setting; (7) health and safety factors; (8) food and nutrition issues; (9) management and administration; and (10) evaluation. Feedback from staff at eight centers indicates some misgivings on the part of staff and includes comments on the relevance of the self-study process and reactions of parents and evaluators. The accreditation process aims to secure a charter for high quality in early childhood services and is based on predetermined criteria of high quality care that can be readily identified and assessed. (LB)

ED 342 514 RC 018 204

Poblete, Patricia
Transition of Migrant Head Start Students into Public Schools. Final Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 90
NOTE- 121p.; Related "Home Tutorial Manual" and "Parent Manual" (presented in English, Spanish, and Haitian Creole) have been appended to the final report.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; Ethnic Groups; *Kindergarten; *Migrant Education; Migrant Workers; Preschool Education; Primary Education; Program Descriptions; Program Development; Program Evaluation; Program Implementation; *Transitional Programs; *Tutorial Programs
IDENTIFIERS- *Florida; *Project Head Start

This report describes a 3-year project (1987-1990) implemented to assist migrant families and their children in transition to public school kindergarten and developmental kindergarten classes. The project served 30 children and 24 families in Ft. Pierce, Florida, approximately 75 percent of whom were Hispanic and 25 percent were Haitian. Goals included involvement of parents in the education of their children; establishing a cooperative relationship between the public schools, the parents, and Head Start center staff; and enabling parents to understand the transition process and its benefits for their children. Program evaluation revealed that sex, ethnic background, language proficiency, and expertise in the educational field are important considerations when hiring a tutor for this population. Parents were hesitant to participate in the home tutorials but gradually became more active as the staff persisted. Classroom observations during the second year of the project indicated that the program had successfully assisted Head Start children of migrant farmworkers in adjusting to public school kindergarten. Further research needs to address the issues of migrant student school attendance, retention, and passing to higher grades. The need exists for cultural sensitivity training for both parents and teachers. (LP)

ED 342 515 RC 018 303

Henderson, Allison; And Others
A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information 1987-88. Volume 1: Participation.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Nov 90
NOTE- 199p.; For Volume 2, see RC 018 304.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; Annual Reports; Elementary Secondary Education; Enrollment; Federal Programs; Hispanic Americans; *Migrant Education; *Migrant Youth; Racial Differences; Sex Differences; *Staff Utilization; *Student Participation

Templeton, Carol J.; Paden, Raymond A.
Enhancing Curriculum through Technology in the Rural School.
PUB DATE- 20 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; Cost Effectiveness; Educational Change; Educational Technology; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Curriculum; *Parent Attitudes; Pretests Posttests; *Rural Schools; Small Schools; *Student Attitudes

This paper describes uses of technology in a rural school in Mississippi and presents the results of a study on calculator use in mathematics instruction. Computers are used in this district for scheduling, record keeping, and instruction, such as the Writing to Read Program. The National Council of Teachers of Mathematics recommends the integration of the calculator into the school mathematics program. A study was conducted with all math students in grades 1 through 12 in a rural school in Houlka, Mississippi to examine the effects of calculator use. Based on a pretest-posttest design, data were analyzed using a correlated t-test for student achievement, an independent t-test for student attitudes, and a goodness-of-fit test for parental attitudes. The students in the control group were taught mathematics in a traditional classroom setting. The experimental group received traditional classroom teaching but instruction was enhanced by the addition of calculators. For the experimental group (allowed to use calculators), there were significant differences between the means of the pretest and posttest in scores for computation and number concept. Significant differences between pre- and posttests were found in total math and math application scores for all grades tested, regardless of whether or not the students were allowed to use calculators. There was a significant difference in student attitudes from pretest to posttest, and changes in parent attitudes. Tables provide data on five participating elementary grades made up of 151 students. (KS)

ED 342 533 RC 018 485

Lambert, Robin P.
Broad Policies, Local Schools: Re-Thinking Rural Education in an Age of Reform.
PUB DATE- 19 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Consolidated Schools; Curriculum; Educational Change; *Educational Finance; *Educational Policy; Elementary Secondary Education; *Rural Schools; *Rural Urban Differences; School Restructuring; Small Schools; *Teacher Certification; Teacher Education

This paper claims that broad educational policies and the "one best model" approach are not conducive to rural school improvement. It examines the problems with state policies and offers some solutions. Teacher certification has become sent to 114 elementary teachers, including 27 special education teachers and 87 regular teachers. Questions covered classroom presentation of language arts, mathematics, science, and social studies. Eight statements asked teachers how often they provided students with opportunities to learn in the following ways: (1) visual means; (2) auditory means; (3) movement and gestures; (4) manipulatives; (5) music; (6) working alone; (7) working with a partner; and (8) working in a group. Except for working alone, special education teachers used all of the modes of presentation more frequently than regular elementary teachers. Both groups failed to use music to expected levels in the presentation of the four subject areas. Regular teachers also failed to use movement and to work with a partner in science and social studies activities. Although presentation modes involving music, movement, and manipulatives are known to improve student's attention, retention, and retrieval of information, they were underutilized by the teachers. To accomodate all learning styles, regular elementary teachers need to incorporate additional methods of teaching and learning. Increased attention by teachers to modes of presentation may help all learners regardless of their learning potential. A table giving the statistical results of the questionnaire survey is included. (LP)

ED 342 550 RC 018 502

Bull, Kay S.; And Others
Administrator's Perceptions of Special Education Dropouts: A Comparison of Priorities by School Location.
PUB DATE- 18 Mar 91
NOTE- 12p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Dropout Research; *Dropouts; High Risk Students; Rural Schools; Rural Urban Differences; Secondary Education; *Special Needs Students; Suburban Schools; Urban Schools

This report describes the attitudes of 891 administrators from rural, urban and suburban school districts about special education. The study focused on the priority of nine variables identified in the literature as being common among special education students who have dropped out of school. These variables included: (1) retention in grade; (2) no hope of graduating; (3) frustration with school; (4) undiagnosed learning disabilities; (5) emotional problems; (6) being too different from peer group; (7) chronic medical problems; (8) lack of noncollege-bound track; and (9) being in special classes. Results indicate that lack of hope for graduating was the highest priority cause. Emotional problems and frustration were also deemed as priorities. Medical problems, lack of noncollege-bound track, untreated learning disabilities, being in special classes, and being too different from the peer group were perceived as low priorities. Compared to suburban and rural administrators, urban administrators were more likely to hold higher priorities for the contributing variables of medical problems, lack of hope for graduation, and being too old for peer groups. The literature indicates that special education students drop out of school at an unacceptable rate nationally. One hope to reverse this trend is for administrators to either change their priorities or remediate take advantage of developing scarcities and new technologies to provide decentralized services. (KS)

ED 342 568 RC 018 521

Fletcher, R.; Cole, Jack T.
Factors Related to the Successful Operation of Special Education Interdistrict Cooperatives.
PUB DATE- 17 Mar 91
NOTE- 16p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473. Table 1 may not reproduce well due to small, filled in type.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; *Educational Administration; Educational Cooperation; Elementary Secondary Education; *Intermediate Administrative Units; *Program Effectiveness; School Districts; Shared Resources and Services; *Special Education; *State Departments of Education; State School District Relationship

This paper describes three national studies on factors relating to successful special education interdistrict cooperatives. Interdistrict cooperatives are formal organizations between state departments of education and school districts to share costs and resources in implementing programs for participating school districts. The first study provided descriptive data about the cooperatives and found that governance structure had no impact on the cooperatives' effectiveness. The second study investigated the contents of the governance guidelines and found that two characteristics were statistically significant: (1) state education agency approval of operational procedures prior to establishment; and (2) ability of cooperatives to function independently of state education agencies. The third study investigated the 16 states that reported having cooperatives that were self-governed by the member districts. Seventy percent of the 350 chairpersons of the cooperatives' governing boards responded to a survey. The findings suggest that managerial and organizational factors are more likely to distinguish between effective and ineffective cooperatives than governance or demographic factors. Breakdown of cooperatives by state and recommended operational guidelines are included in the tables. (LP)

ED 342 569 RC 018 522

Swindell, Robert; Phelps, Margaret
Designing and Implementing Science Enrichment Programs for Rural Females.
PUB DATE- 17 Mar 91
NOTE- 14p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Curriculum Enrichment; Disadvantaged Youth; *Females; Higher Education; High Schools; High School Students; *Knowledge Level; Minority Groups; *Rural Areas; *Science Curriculum; *Science Interests; Sex Role
IDENTIFIERS- Tennessee

This paper describes a program implemented by Tennessee process is called disidentification followed by identification. Adventure counselors and facilitators can use the concept of subpersonalities to identify, understand, and accept personality patterns on the part of the individual and on the part of the group in support of the individual. The facilitator can choose initiatives and challenges that will encourage the group to deal with subpersonality patterns and look for alternatives. (KS)

ED 342 586 RC 018 576

Miner, Todd
A Descriptive Analysis of the Experience Based Training and Development Field.
PUB DATE- Oct 91
NOTE- 9p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adventure Education; Decision Making; *Experiential Learning; Human Resources; Leadership; Outdoor Education; *Professional Development; Self Esteem; *Teamwork; *Training

This article describes and analyzes the field of experience-based training and development (EBTD) in an attempt to determine its scope, goals, activities, participants, providers, and philosophical bases. EBTD is a process that uses hands-on challenge or adventure, usually in the outdoors, combined with review and feedback, to improve work place performance. EBTD annually impacts between 100,000 and 200,000 employees from a wide variety of occupations and organizations. As an industry, it generates between $100 and $200 million in annual sales. While portrayed as highly adventurous in the popular media, EBTD, in reality, largely consists of initiative games, ropes courses, and processing. Wagner, Baldwin, and Roland have distinguished between two types of EBTD, the more common "outdoor-centered" training and "wilderness" training in which people sleep and live in remote areas. Team building is the primary purpose for which EBTD is used. Other major uses include leadership development and personal growth. The participants of EBTD are managers, executives, and cross-level, intact work groups. Organizations that use EBTD include corporations, government agencies, and nonprofit organizations. EBTD is offered by over 100 companies, although the majority of these companies do not exclusively do EBTD. Facilitators are seen as the most crucial variable to successful programs. In examining philosophical bases for EBTD, little common ground was found. (KS)

ED 342 587 RC 018 577

Kunz, Brian
Report of Visit to Moscow State University.
PUB DATE- Oct 91
NOTE- 7p.; In: Proceedings of the International Conference and Workshop Summaries Book of the International Association for Experiential Education (19th, Lake Junaluska, NC, October 24-27, 1991); see RC 018 571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acoustics; *Elementary School Science; *Heat; *Light; Physical Sciences; *Physics; Primary Education; *Science Activities; Science Education; Science Materials

Project AIMS (Activities to Integrate Mathematics and Science) has as its purpose the integration of subject matter in grades K-9. Field testing of the curriculum materials produced by AIMS indicates that this interpretation produces the following beneficial results: (1) mathematics becomes more meaningful, hence more useful; (2) science is increasingly studied and understood, with a significant economy of time; (3) there is improved quality of learning and retention; and (4) there is a dramatic increase in students' motivation and involvement. This teaching guide to physics for grades K-3 contains 31 lessons, each with a teaching instructions page with lists of materials, objectives and procedures, and reproducible worksheets for students. Topics include: (1) sound energy; (2) light energy; and (3) heat energy and temperature. Also included is a glossary, a checklist of science processes and math skills, a list of children's literature which may be used to extend these lessons, a list of materials for the unit, and information on the AIMS project. (CW)

ED 342 607 SE 051 965

Wiebe, Ann
Soap Films and Bubbles, Grades 4-9. Project AIMS.
PUB DATE- 90
NOTE- 126p.; For other guides in this series, see SE 051 962-966.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Intermediate Grades; Junior High Schools; Middle Schools; Physical Sciences; *Science Activities; Science Education; Science Materials; *Secondary School Science
IDENTIFIERS- *Bubbles

Project AIMS (Activities to Integrate Mathematics and Science) has as its purpose the integration of subject matter in grades K-9 on the premise that such integration enriches and makes learning meaningful and holistic. In fact, extensive field testing of the curriculum materials produced by AIMS has confirmed that integration produces the following beneficial results: (1) mathematics becomes more meaningful, hence more useful; (2) science is increasingly studied and understood, with a significant economy of time; (3) there is improved quality of learning and retention; and (4) there is a dramatic increase in students' motivation and involvement. This teaching guide to surface properties of fluids for grades 4-9 contains 23 lessons., each with a instructions page with lists of materials, objectives and procedures, and reproducible worksheets for students. Topics include: (1) "Beginning Experiences"; (2) "Minimum Surfaces"; (3) "More Physical Properties"; (4) "Bubble Life"; and (5) "Bubble Applications." Also included is a glossary, a checklist of science processes and math skills, a list of children's literature which may be used to extend these lessons, a list of materials for the unit, basic soap solution recipes, bubble challenge ideas, a list of

Moore, Charles; And Others
South Carolina Guide for Mathematics for the Technologies (Applied Vocational Mathematics).
PUB DATE- 90
NOTE- 441p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Computation; Geometry; *High Schools; *Learning Activities; *Mathematical Applications; Mathematics Education; Measurement; *Teaching Guides; *Technology; Vocational Education

In this instructional guide, a third-level, two-semester mathematics course specifically for the student who plans a career in a vocational field is presented. The course is designed to meet the needs of students with varying mathematical backgrounds and to teach the mathematical skills required by various technical areas. In this practical approach, instruction in understanding concepts is followed immediately by instruction in how to apply the concepts in real workday situations. The course includes instruction in the following areas: solving problems with a calculator; linear measurement including the English system, the metric system, and common and decimal fractions; measurement of capacity, mass and temperature; basic algebra; ratio, proportion and percent; graphs and tables; geometry; measurement of area and volume; and money and time. Included in the guide are: (1) a course outline; (2) a master list of competencies; (3) a master list of performance objectives; (4) equipment lists; (5) a list of suggested computer software; (6) instructional activities for each of the 64 competencies; and (7) applications for each of the 85 performance objectives. Representative competencies include: find the perimeter of polygons using English units; convert decimals to common fractions and vice versa; explain and use tolerance; evaluate expressions with powers and roots; read and interpret line, bar and circle graphs; read trigonometric tables; identify quadrilaterals; find the area of a triangle, parallelogram, or circle; computer salaries; complete invoices. Among the performance objectives are such exercises as: given any combination of decimal numbers, perform any of the four basic math operations; given a container and specified metric unit, determine its mass to the nearest half unit; given an expression with an exponent or radical, write its value without an exponent or radical; and given a table, interpolate to find a value between two given values. (CW)

ED 342 627 SE 052 231

Shaw, Jean M., Ed.
From the File Treasury: Selections from the "Arithmetic Teacher"; Mathematics Education through the Middle Grades, 1977-1991.
PUB DATE- 91
NOTE- 83p.; These activities are on file-sized cards that will fit in a 4-inch-by-6-inch file box.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Enrichment Activities;

EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Arithmetic; *Artificial Intelligence; Cognitive Processes; *Computer Simulation; Elementary Education; *Instructional Design; Learning Processes; Learning Strategies; *Learning Theories; Mathematics Education; Mathematics Instruction; *Mathematics Skills; Research Design; Research Methodology; *Subtraction; Teaching Methods
IDENTIFIERS- Learning Research and Development Center; *Regrouping (Mathematics)

Prior research on learning has been linked to instruction by the derivation of general principles of instructional design from learning theories. However, such design principles are often difficult to apply to particular instructional issues. A new method for relating research on learning to instructional design is proposed: Different ways of teaching a particular topic can be evaluated by teaching that topic to a simulation model of learning and recording the complexity of the resulting learning processes. A study to compare two mathematically correct algorithms for computing the difference between two multi-digit numbers from a conceptual or mechanical perspective was designed for both methodological and substantive purposes. The algorithms chosen to model were "regrouping" and "augmenting". Explanations of the architecture of simulation system production are provided. Learning difficulty is determined by the number of states and cycles that the simulation system carries out to learn the method carried out over all the training problems. Results of the learning runs imply that regrouping is more difficult that augmenting, and that learning subtraction conceptually is more difficult than learning it mechanically, a conclusion that would seem to contradict widely held beliefs in the mathematics education community. The presuppositions that accurate simulation models can be developed are discussed and the advantages and disadvantages of the general method of simulation use are evaluated. (MDH)

ED 342 645   SE 052 499

Silver, Edward A.
Treating Estimation and Mental Computation as Situated Mathematical Processes.
PUB DATE- Sep 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Cognitive Structures; *Context Effect; Division; Elementary Secondary Education; *Estimation (Mathematics); *Learning Processes; Learning Theories; Mathematics Education; Mathematics Skills; *Performance Factors; *Problem Solving; Thinking Skills
IDENTIFIERS- Learning Research and Development Center; *Mathematics Education Research; *Mental Computation; Sense Making Approach

This paper discusses the central thesis that new research on estimation and mental computation will benefit from more focused attention on the situations in which they are used. In the first section of the paper, a brief discussion of cognitive theory, with special attention to the emerging notion of situated cognition is presented. Three sources of expertise as contextual are proposed: social theories about language and the development of thought; anthropology and the study of situated cognition; and the history and philosophy of scientific

Role; Higher Education; *Laboratory Equipment; *Needs Assessment; Physics; *Research Universities; Surveys; *Trend Analysis

This monograph is one in a series of analytical reports presenting findings from the National Science Foundation's 1989-90 National Survey of Academic Research Instruments and Instrumentation Needs. This report documents current status and recent trends in the amounts, costs, and kinds of academic research equipment in seven major science/engineering fields. It also summarizes department heads' assessments of instrumentation needs and trends in these fields. The analysis compares data obtained in the current survey (1989-90) to similar data collected from the same institutions in 1986-87 and 1983-84. The study is limited to research equipment originally costing $10,000 or more per system, excluding equipment in 18 facilities designated as Federally Funded Research and Development Centers. The current data are based on multistage samples of 11,575 instruments from 909 departments and research centers at 79 institutions: 55 colleges and universities and 24 medical schools. The sample data are statistically weighted to represent a universe of institutions that collectively account for over 90 percent of the nation's academic research and development expenditures in engineering, chemistry, physic/astronomy, and the agricultural, biological, computer, and environmental sciences. The survey response rates are 90 percent or more at all sampling levels. A list of sampled institutions is appended. (KR)

ED 342 661 SE 052 608

Academic Science and Engineering: Graduate Enrollment and Support, Fall 1989.
PUB DATE- 90
NOTE- 298p.; Part of the Surveys of Science Resources Series. Final Survey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Engineering; *Enrollment; Females; Foreign Students; *Graduate Students; Health; Higher Education; Masters Programs; *Postdoctoral Education; Psychology; Science Education; Social Sciences; *Surveys; *Trend Analysis

The data presented in this report were collected in the 18th annual National Science Foundation (NSF)/National Institutes of Health (NIH) Survey of Graduate Students and Postdoctorates in Science and Engineering, covering 1989. The survey universe is composed of all institutions in the United States with departments or programs offering courses of study at the postbaccalaureate level in any science and engineering (S/E) field. Medical schools and other specialized institutions offering first-professional doctorates in health-related fields are also included. The 1989 survey universe included 334 doctorate-granting institutions and 275 master's-granting institutions. Section I presents descriptions of the survey methodology and response analysis; section II lists the institutions surveyed, by degree level, along with their identifying Federal Interagency Committee on Education (FICE) codes. Section III, subsection A, presents national totals for all institutions, both doctorate- and master's-granting for fall 1989 (academic year 1989/90). Subsection B contains trend data for all graduate institutions for the period 1981-89; subsection C contains trend statistics for doctorate-granting institutions only, and subsection D presents similar trend data mathematics now than 10 years ago? (2) Has the supply of qualified teachers in science and mathematics improved? and (2) Are students learning more science and mathematics? Data and findings from the national transcript studies of high school graduates conducted by the National Center for Education Statistics (NCES), the National Assessment of Education Progress (NAEP) assessments in science and mathematics, the Council of Chief State School Officers' State Indicators of Science and Mathematics Education, and the NCES Schools and Staffing Survey were used to address these questions. The analyses show that some improvements have been made in all three areas. High school course enrollments in science and mathematics have risen significantly. Scores on the NAEP science and mathematics assessments have increased since 1982, particularly for students at ages 9 and 17; however, the level of student proficiency is still too low. In mathematics, U.S. students score below the level of proficiency that is expected for their age and grade level. There is wide variation by state in course enrollments and student achievement. Most states have not experienced shortages of science and mathematics teachers but this general picture can mask shortages of teachers with strong preparation in science and mathematics as well as greater teacher shortages in school with more poor and minority students. (45 references) (KR)

ED 342 680 SE 052 864

Medrich, Elliott, A.; Griffith, Jeanne E.
International Mathematics and Science Assessments: What Have We Learned? Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 92
NOTE- 152p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Evaluation; *International Cooperation; *Mathematics Achievement; Mathematics Education; Science Education; Surveys; World Affairs
IDENTIFIERS- *Science Achievement

This report addresses two related issues. First, it summarizes the past international studies of mathematics and science, describing each study and its primary results. In place of country by country performance rankings, the report presents the average performance for each country accompanied by an estimate of the statistical error circumscribing the limits of meaningful country-to-country comparisons. Second, the report draws together critical and heretofore inaccessible documentation-information that scientists require to evaluate the quality of the surveys. The issues surrounding the collection and analysis of these data are also addressed. Further, it offers suggestions about ways by which new data collection standards could improve the quality of the surveys and the utility of the reports in the future. The report concludes by suggesting that there is a need for more deliberate consideration of policy concerns in the design of international assessments. This, in turn, may provide opportunities for policymakers and education practitioners to apply what is learned about cross-national differences in achievement to curriculum development and programming. Chapters include: (1) "Student Achievement in an International Context"; (2) "International Achievement Surveys of Mathematics and Science: An Overview"; (3) "The International Achievement

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Curriculum Guides; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Manitoba

Developed for Manitoba (Canada) educators, this guide is designed to assist teachers and administrators in the implementation of a K-12 art program. Among the goals outlined are: (1) teachers should emphasize major components of the art program, including skills and concepts central to art education; (2) teachers need to give feedback about the progress of students and the success of programs; (3) educators should establish needs and priorities for resources, materials, facilities, staffing, and professional development; and (4) educators need to ensure that essential learning takes place in an art education program. Program evaluations for the early years, the middle years, and the senior years are provided. The responsibilities of administrators in art evaluation are presented and resources to help teachers evaluate the art of special needs students are identified. A 12-item bibliography also is included. (DB)

ED 342 701 SO 021 819

Siler, Carl R., Ed.
The Way It Was: Muncie in World War II.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jun 91
NOTE- 132p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; High School Students; Interviews; *Local History; *Oral History; Social Studies; *Student Projects; *United States History; *World War II
IDENTIFIERS- *Indiana (Muncie)

This oral history project was completed by a Munice, Indiana high school honors U.S. history class. The students interviewed Munice residents, who during World War II either served in the military or experienced the War from the homefront. Two interview instruments were designed, one for the military front and the other for the home front. The students interviewed 23 participants using a video camera in order to record the total interview. Written transcripts were prepared from the videos and are included. The interview instruments are provided as appendices. (DB)

ED 342 702 SO 021 903

Garza-Lubeck, Maria; Salinas, Ana Maria
Mexican Celebrations. Latin American Culture Studies Project.
PUB DATE- 86
NOTE- 56p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cultural Activities; Elementary Education; Foreign Countries; Foreign Culture; Global Approach; *Hispanic American Culture; *Holidays; Learning Activities; *Mexican Americans; *Multicultural Education; *Social Studies; Units of Study

"one," which had been found only in Ohio Valley (Southeastern) Siouan with a probable cognate in Hidatsa. This discovery adds substance to the cognate set from which the proto form was posited. The Mississippi Valley Siouan subgroup is the connecting link between the two subgroups in which "nq-" is otherwise attested. "Nq-" also has cognates in the more distantly related Catawba. Contains 16 references. (LB)

ED 342 267 FL 020 134

Scott, Robert Bruce
Making Sense in ESL: A Set of Three Rhetorical Structures.
PUB DATE- 88
NOTE- 13p.; In: Kansas Working Papers in Linguistics. Vol. 13; see FL 020 123.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Descriptions; *Curriculum Design; *Discourse Analysis; *English (Second Language); Essays; Grading; Individualized Instruction; Rhetoric; *Second Language Instruction; Standard Spoken Usage; *Student Centered Curriculum; Writing Skills

A framework is presented for syllabus design in English-as-a-Second-Language (ESL) instruction. A case is given for a discourse level focus in the ESL classroom, from beginning stages of learning through advanced levels. Following this, three rhetorical modes (critical analysis of fiction, truth-searching logical conversation, and classical argumentative essay writing) are suggested as the central activities in a context-based, textbook-free, and highly individualized ESL program. The use of Mohr's discourse chart is discussed, and a conversation grading chart is presented. Contains 8 references. (Author/LB)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Admission Criteria; Educational Background; Educational Change; Family Characteristics; Foreign Countries; *Higher Education; Rural Urban Differences; School Policy; Sex Bias; Sex Differences; *Social Status; *Student Recruitment; Vocational Education
IDENTIFIERS- *China

A study evaluated the effectiveness of new recruitment and admissions efforts instituted as part of the post-Maoist expansion of technical-professional education in the People's Republic of China. The study attempted to determine the impact of three major types of social inequities on higher education participation, namely: stratification by rural-urban origin; social class; and gender. Using randomly selected samples totaling 268 students in teacher training and agricultural programs in two major universities, data were collected using anonymous questionnaires along with information from interviews with educational officials and policy and trend information. The questionnaire sought data on the educational and family background of students. The major findings were that students from rural areas constituted a large share of enrollees, and that these poorer rural students had gained from overall enrollment efforts but not from new recruitment/placement policies. Also, gender stereotyped expectations continued to affect female enrollment. Economic class and social privilege indicators had a small predictive value of enrollment categories. Included are six tables, appendixes containing one table, a brief documentary history of higher education in China from 1982 to 1990, and end notes and a 29-item bibliography. (JB)

participate in federal programs. However, the bills have differed on the kinds of changes they would require in standards imposed on schools and on which "leg" of the triad would be relied on for tougher scrutiny of institutions. A contrasting proposal, the Nunn/Gordon bill, focuses specifically on fraud and abuse in the Guaranteed Student Loan program by schools in the proprietary sector. Sixteen notes are included. (JB)

ED 342 306   HE 025 277

Schenet, Margot A.
Student Aid Need Analysis Simplification: Issues and Options. CRS Report for Congress.
PUB DATE- 23 Jul 91
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Eligibility; *Federal Legislation; Federal Programs; Financial Support; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Paying for College; Policy Formation; *Records (Forms); Student Financial Aid; Student Loan Programs; Student Needs; Systems Analysis
IDENTIFIERS- *Application Forms; *Higher Education Act Title IV

As part of the reauthorization of the Higher Education Act of 1965 the Congress has examined concerns that the process of applying for aid under the Act's Title IV has become increasingly complex and may itself be creating barriers to an equitable student aid delivery system. Under the current system students are required to provide financial information to be used in formulas for determining the amount that the family can reasonably be expected to contribute to the cost of attendance at a postsecondary institution. The reauthorization bill requires the Department of Education to develop a common financial reporting form for students to use in applying for aid; it also mandates the use of a simplified need analysis to make it easier for students from the families with the lowest incomes to apply. During reauthorization a number of need analysis simplification proposals have been considered including promotion of a common, free federal application form or improvements in the processing of student information in other ways, changes to the eligibility criteria and procedures for using a "simplified" need analysis, and the integration of the two separate need analysis formulas currently in the statute. Twelve notes are included. (JB)

DESCRIPTORS- Academic Achievement; Access to Education; Accountability; College School Cooperation; Educational Quality; Educational Trends; Futures (of Society); *Higher Education; Long Range Planning; Private Colleges; State Aid; State Boards of Education; State Colleges; State Legislation; State Standards; *Statewide Planning; Trend Analysis
IDENTIFIERS- *South Carolina

This document is the state-wide strategic plan for public and private higher education in the 1990s in South Carolina. The plan was developed in response to the State Legislative Act 629, "The Cutting Edge." The plan rests on three principles: (1) ensuring access to education to all South Carolinians at whatever levels of student preparation and readiness; (2) ensuring real student growth and achievement; and (3) making the higher education system and its institutions more accountable to the public. These principles are reflected in four areas of priority: developing partnerships; expanding participation and achievement; improving quality and accountability; and establishing a continuous, shared planning process for higher education. The report itself is organized into two sections with the first outlining the plan and the second providing supporting materials. The section outlining the plan opens with a review of the context for planning, including past legislation, current commissions and institutions, and the environment for education in the state. There follows a detailed discussion of the four priorities, and an action plan for 1991-92, a suggested outline for implementation of initiatives, and identification of continuing issues and topics for consideration. The section of supporting materials contains a statement of mission; a report on trends affecting higher education in South Carolina (which includes 42 references); and task force reports on enrollment, collaboration, and quality (also with 42 references). (JB)

witnesses, from members of Congress, and from the following persons: Kristine MacDermott, Assistant Provost, Enrollment Management, University of Akron, Ohio; John Jensen, President, HEP/CAMP Association, Boise State University, Boise, Idaho; and Arnoldo Rodriguez, Principal, McAllen, Texas. (GLR)

ED 342 345   HE 025 320

Hearings on the Reauthorization of the Higher Education Act of 1965: Stafford Loans. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session (Washington, DC, June 6, 12 and 19, 1991).
PUB DATE- 91
NOTE- 362p.; Serial No. 102-43. Portions contain small, marginally legible print. For related documents, see HE 025 317-319.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Educational Legislation; Federal Aid; *Federal Legislation; Financial Needs; Financial Support; Hearings; Higher Education; Loan Default; Paying for College; Postsecondary Education; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 102nd

This document is a record of testimony presented during a series of three hearings concerning changes that may be needed in the Stafford Loan Program, which each year generates the largest amount of financial assistance for college bound students. Testimony was heard from witnesses representing all sectors of postsecondary education, as were suggestions from representatives of those institutions and persons involved with the program: institutions, students, lenders, financial aid administrators, guaranty agencies, and the Student Loan Marketing Association. Among the witnesses were the following: Michael Farrell, Acting Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education; Selena Dong, Legislative Director, United States Student Association, Washington, D.C.; Lawrence A. Hough, President and Chief Executive Officer, Student Loan Marketing Association; Donald A. Saleh, Director of Financial Aid and Student Employment, Cornell University; and Joe Belew, President, Consumer Bankers Association. The texts of four related House bills, H.R. 179, H.R. 709, H.R. 1482, and H. R. 2336, are provided. Numerous prepared statements, letters, and supplemental materials submitted by witnesses and others are also included. (GLR)

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Formative Evaluation; *Instructional Development; Instructional Effectiveness; Instructional Material Evaluation; Interaction; Material Development

Traditional formative evaluation of computer assisted instruction (CAI) products has focused on assessing learner achievement of objectives and the inferential use of this information to make revisions. A more comprehensive approach to formative evaluation includes traditional learner achievement assessment but adds assessments of the development process and of the product itself. Formative evaluation should begin well in advance of a trial product being ready for learner tryout. As soon as goals are set, instructional analyses carried out, or learner characteristics considered, formative evaluation of the decisions made and processes followed should be begun by a development team and continued throughout the development process. Additionally, the product should be examined to ensure that it includes characteristics and features consistent with learning theory and appropriate to the content being taught. The proposed outcome-oriented, product-oriented, and process-oriented approach to evaluation uses learners as a source of evaluation information, but relies as well on content and instructional development experts. Together, the three perspectives provide a comprehensive approach to the development of effective and efficient CAI materials. (15 references) (Author/DB)

Office that enactment of H.R. 1612 would result in savings by the Federal Government of $150,000 over the next 3 years. This report includes the legislative history and background of the bill as well as the proposed changes in the existing law. (DB)

ED 342 385 IR 015 420

Emergency Hearing on the Office of Educational Research and Improvement. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred Second Congress, First Session.
PUB DATE- 8 May 91
NOTE- 34p.; Serial No. 102-62.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgeting; Demonstration Programs; Educational Change; Educational Economics; *Educational Improvement; Educational Innovation; Educational Research; Elementary Secondary Education; *Federal Aid; *Government Role; Hearings; Information Dissemination; *National Programs; Research and Development Centers; School Community Relationship
IDENTIFIERS- *America 2000; Congress 102nd; *Office of Educational Research and Improvement

This hearing before the Subcommittee on Select Education covers the role of the Office of Educational Research and Improvement (OERI) in educational improvement and change in the United States. The "Emergency" referred to is the departure of Christopher Cross as the head of OERI. The Honorable Major R. Owens, chairman of the subcommittee, expresses concern that the setting of national education research and dissemination policy is too important to allow partisan politics to interfere with the conduct of independent, objective research. The statement of Bruno Manno, Acting Assistant Secretary of OERI, presents the plans for fiscal year 1991 and 1992 activities to be carried out by OERI in conjunction with President Bush's Education Strategy, "America 2000." Manno notes that America 2000 is not a federal program, but rather a national program supported by federal aid. A discussion between Owens and Manno about the various programs to be supported by OERI and proposed uses of discretionary funds is reported in detail. Exchanges between Manno and Representative Ballenger of North Carolina and Representative Payne of New Jersy are also reported. (DB) a librarian's point of view. Town meeting discussions were then held, which focused on a number of issues, including: (1) the national library organizations in Canada (i.e., the Canadian Library Association, the National Library of Canada, the Association for the Advancement of Sciences and Documentation Techniques (ASTED), and the Canadian Association of Research Libraries (CARL); (2) cultural diversity initiatives in research libraries, which featured a report from the ARL's Office of Management Services, a presentation from Clark Atlanta University, and a report of the task force on minority recruitment; and (3) budget crises in ARL libraries. Following each presentation, a panel of ARL directors posed questions leading to general discussions of the ideas and concerns raised. A summary of the reports to the ARL Business Meeting is also included in this volume. A report on association activities, the 1990 ARL audited financial statements, attendance and index of persons, the officers, board of directors, committees, and task forces, and the membership of the association are appended. (MAB) manual. (JMC)

to professional autonomy or consisting of data which are unlikely to inspire teachers to change their methods or philosophies of teaching. While FEP may never fully address the issue of instructional improvement, certain modifications could lead to more substantial contributions. The initial stage of the FEP should be restructured to develop mutually acceptable arrangements for the mode, timing, and conditions of evaluation, giving teachers some control over the process. In addition, students, faculty, and administrators need training in order to participate in an evaluation process that can lead to change. Four alternative methods of evaluation could be used to facilitate formative evaluation: staff development programs, self-evaluation processes, classroom research, and peer coaching. (JMC)

of the variance in student attitudes toward an instructor relates to student perceptions of teacher immediacy. Increasing eye contact and addressing the student in a face-to-face interaction can also help increase positive attitudes. Immediacy can be misinterpreted, especially if teachers use too much immediacy too quickly, thereby creating an avoidance response, or if teachers single out only some students for immediacy. Students' perceptions of a teacher's immediacy behavior will vary according to their cultural background. A series of studies by Collier and Powell focused on the influence of culture on perceptions of teacher effectiveness. Using samples of Black-American, Latino, Asian-American, and Anglo students, the researchers found that all groups described teacher immediacy as important. Anglo students most liked teachers who seemed approachable and friendly. Latinos saw effective teachers as those who were warm and supportive. Black Americans liked instructors who were more dramatic in style and who helped to motivate their students. Asian Americans preferred teachers who modeled the types of behavior expected from their students in public speaking. They also found that immediacy served different functions for students from different ethnic backgrounds at different times during the course. (JSP) programs that promote oral rehydration therapy and breastfeeding. However, malnutrition has limited the gains in child health. Improved adult health in developed countries reflects lifestyle changes and improved medical technology. In developing countries, unsanitary conditions and the effects of childhood illnesses may perpetuate adult health problems. Urbanization brings new health hazards, and AIDS threatens further health gains, especially in sub-Saharan Africa where 10 million children may be orphaned by the disease by the year 2000. Achieving the goal of good health at low cost, as China and Sri Lanka have, requires strong political and social commitment, especially to improving women's education and ensuring equal access to health care. Lists of 71 references and 32 suggested readings are provided. (Author/BC)

ED 342 477   PS 020 331

Background Material: Regulations Issued by the Department of Health and Human Services on Child Care Programs Authorized by Public Law 101-508. Prepared for a Hearing To Be Held on September 17, 1991. Subcommittee on Human Resources of the Committee on Ways and Means. U.S. House of Representatives, 102d Congress, 1st Session. Committee Print.
PUB DATE- 13 Sep 91
NOTE- 119p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- At Risk Persons; *Child Advocacy; Costs; *Day Care; Early Childhood Education; Economically Disadvantaged; *Family Programs; Federal Legislation; *Federal Programs; *Federal Regulation; Guidelines; Hearings; Low Income Groups; *Public Policy; Standards; Young Children
IDENTIFIERS- Congress 102nd

Background material for a hearing on implementing regulations for two new child care programs is presented. The objective of the new programs is to provide care for children in low- or moderate-income families so that parents can work. The report was prepared by the Congressional Research Service (CRS) at the request of the Acting Chairman of the Subcommittee on Human Resources. This document includes the CRS background report; statutory language for the Title IV-A At-Risk Child Care Program and the Child Care and Development Block Grant Program, P.L.101-508; proposed regulations for each program; House of Representatives and Senate conference report provisions (H.R. 101-964) for the two child care programs; and selected comments received by the Department of Health and Human Services regarding its implementation regulations. Letters with comments are included from the House Committee on Education and Labor, Senate Committee on Labor and Human Resources, Senator Daniel Patrick Moynihan, House Committee on Ways and Means, National Governors' Association, American Public Welfare Association, and National Conference on State Legislatures. Comments cover parental choice, federalism, limited use of flexible block grant funds, and eligibility. (LB)

ED 342 497 PS 020 370

Meadows, Anne, Ed.
Caring for America's Children.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.
PUB DATE- 91
NOTE- 54p.; For "Who Cares for America's Children?" see ED 319 523.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); *Child Advocacy; Child Caregivers; *Day Care Centers; Early Childhood Education; Educational Policy; *Educational Quality; Family Day Care; *Federal Legislation; Federal Programs; *Public Policy; *State Standards; Tables (Data); Tax Credits; Training
IDENTIFIERS- *Child Care and Development Block Grant; Child Care Needs; Project Head Start

Information in this booklet is drawn from the 1990 report, "Who Cares for America's Children? Child Care Policy for the 1990s," which presented the recommendations of the National Research Council's Committee on Child Development Research and Public Policy. The committee consisted of a panel of experts in the fields of pediatrics, public policy, business, labor, education, child care delivery, child development, economics, and other social sciences. Part I of the present booklet summarizes the panel's findings and describes the relation of the new federal Child Care and Development Block Grant program (P.L. 101-508) to the panel's work. Part II describes the aspects of child care that determine its quality and provides information on state regulation of child care services and professional standards for early childhood programs. Topics include: federal tax credits; expansion of Head Start; state grant programs; characteristics of high quality child care; and professional guidelines for quality. Discussion of structural aspects of quality covers group size, staff-to-child ratio, caregivers, qualifications, stability and continuity of caregivers, structure and content of daily activities, space and facilities, and regulation of family day care homes. Contains 7 references. (LB)

IDENTIFIERS- ECIA Chapter 1 Migrant Programs

This report summarizes the participation and achievement information provided by state educational agencies (SEAs) on the Education Consolidation and Improvement Act (ECIA) Chapter 1 Migrant Education Program, for the 1987-88 school year. The report provides information on the number of participants (by gender, year of birth, ethnic group, migrant status, and grade), the types of services provided, and the number of staff. Information is provided for both the regular and summer terms. The document presents the national participation and staffing information in three ways: (1) for 1987-88; (2) changes from 1986-87 to 1987-88; and (3) trend data from 1984-85 to 1987-88. In addition, Migrant participation patterns are compared to Chapter 1 Basic participation and total enrollment. A description of the methodology used to review the State Performance Report information for 1987-88 is presented in Appendix A. State level participation and staff information for the 1987-88 is provided in Appendix B, while Appendix C displays year-to-year changes by state from 1986-87 to 1987-88. Appendix D provides tabular descriptions of the other instructional services, other supporting services, and other staff reported by each state for both the regular and summer terms. Appendix E contains the reporting form and Questions and Answers for the ECIA Chapter 1, Migrant Program State Performance Reports. This document contains numerous data tables and figures. (KS) increasingly narrow. Certification should allow for more generalist certifications, easier access to obtaining additional certifications, and sharing of specialists among schools. Curriculum problems include tracking, an emphasis on improving standardized test scores, and a standardized curriculum based on urban schools. Curriculum should be integrated, non-tracked, hands-on, and community-relevant. Teacher training tends to be biased toward urban, suburban, and affluent schools. Teacher training should offer more rural practicums and exposure to rural issues. Funding strategies based on a "head count" formula do not account for rural transportation costs and local ability to supplement state funds. Funding formulas should be weighted for sparsity and the state should provide funding for specialists it requires each school to have. Accreditation standards are generally based on what is put into a particular school, not on the quality that comes out of the school. Accreditation should be based on such qualities as leadership, high expectations, and respect. Consolidation does not account for the human and financial costs of aggregating students in rural areas. The strengths of small schools should be recognized. (KS)

the causes of dropping out. Studies are needed to focus on special education students who are typically not the focus of dropout prevention efforts. Tables illustrating the statistical analyses of questionnaire results are included. (34 references) (LP)

ED 342 551 RC 018 503

Carr, Sonya C.; Evans, Elizabeth D.
Rural Special Education Teacher Training: Promoting Self-Control in Students with Mild/Moderate Disabilities.
PUB DATE- 18 Mar 91
NOTE- 10p.; In: Reaching Our Potential: Rural Education in the 90's. Conference Proceedings, Rural Education Symposium (Nashville, TN, March 17-20, 1991); see RC 018 473.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mild Disabilities; Rural Education; *Self Control; *Self Evaluation (Individuals); *Special Education; *Special Education Teachers; Teacher Shortage
IDENTIFIERS- Louisiana

Inservice teacher education offered by Southeastern Louisiana University teaches rural special educators self-monitoring techniques for their students. A critical shortage of special educators has led to the hiring of minimally trained teachers, who need more training particularly in the areas of discipline and behavior management. A review of the literature revealed that self-monitoring procedures increase on-task behavior for many students with mild disabilities. For problems extending beyond the limits of on-task behavior, self-evaluation procedures teach students to evaluate their own classroom behavior using the same rating scale as the teacher. These procedures were field tested with students enrolled in a self-contained resource class in a rural elementary school. The self-monitoring procedure was found to result in an increase in the amount of time students spent on-task, and the self-evaluation intervention was even more effective. After the field test, training materials were developed to provide teachers with strategies to teach students to self-monitor or self-evaluate during seatwork in the special education classroom. The training packet included an audiotape and teacher's manual which could be used independently. Student training involves defining the target behavior(s), providing a rationale, modeling the procedure, and providing practice. Teachers were encouraged to collect and graph data regarding student behavior. (KS)

Technological University that provided a science enrichment program for disadvantaged and minority high school feamles in the rural areas surrounding the university and from inner city schools of Nashville, Knoxville, and Chattanooga. This model is based on a similar program that was successful in encouraging scientific interest among disadvantaged females and minorities in gades 7-11. The science enrichment program consists of 3 weekends and a 10-day summer workshop for approximately 25 high school females. Participants are recommended by teachers or counselors as having academic potential in science but having obstacles to postsecondary study in science. Participants receive instruction in biology, physics, chemistry, mathematics and computer applications. All classes are laboratory centered with hands-on activities. The program also includes discussion on successful female role models, field trips, interaction with scientists and university students and faculty, and experience of campus life. At the close of the two previous summer sessions, a 20-item test of science understanding was administered to the participants. The scores were encouraging when compared to the national mean scores of 17 year olds. Pre- and post-workshop tests measuring attitudes toward science and self-image indicate positive changes. Written evaluations from participants were positive. Recommendations for implementing a similar program are included. (LP)

EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adventure Education; *Cultural Differences; *Experiential Learning; Foreign Countries; *Higher Education; *International Educational Exchange; Secondary Education
IDENTIFIERS- *Project Adventure; Rope Courses; *USSR (Russia)

This paper is an account of Russian and American educators exploring the use of experiential education in schools and organizations. The goal of experiential education is to find harmony between the individual and the group. In August of 1988, 18 students and 2 professors from the Soviet Union came to Dartmouth (New Hampshire) as part of a University exchange. During their stay they participated in experiential activities including a rope course and many problem-solving exercises. In July of 1989, an American educator visited the USSR and lectured to groups of faculty, researchers, and students on experiential education. The vice president of Moscow State University invited the educator back to lecture throughout May and June of 1990. The Soviets are interested in experiential education because they believe the method will help them develop new strategies to cope with the changes going on in the USSR including the challenge of recognizing the individual after years of totalitarian rule. Cultural characteristics of the United States are individualism, cooperation, innovation, democracy, and individual ownership. Cultural characteristics of the Soviet Union are cautiousness, unpredictability, intensive work and rest, communal work, and centralism and decentralism. The educator lectured to psychologists, students, colonels from the Ministry of Internal Affairs, college faculty, and staff of language institutes, a narcology clinic, and factories. (KS)

"big ideas," a selective bibliography of 23 references, and information on the AIMS project. (CW)

ED 342 608 SE 051 966

Wiebe, Ann
Finding Your Bearings, Grades 4-9. Project AIMS.
PUB DATE- 90
NOTE- 180p.; For other guides in this series, see SE 051 962-965.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; *Elementary School Science; *Geography; Intermediate Grades; Junior High Schools; Maps; Middle Schools; Orienteering; *Science Activities; Science Education; Science Materials; *Secondary School Science

Project AIMS (Activities to Integrate Mathematics and Science) has as its purpose the integration of subject matter in grades K-9 on the premise that such integration enriches and makes learning meaningful and holistic. In fact, extensive field testing of the curriculum materials produced by AIMS has confirmed that integration produces the following beneficial results: (1) mathematics becomes more meaningful, hence more useful; (2) science is increasingly studied and understood, with a significant economy of time; (3) there is improved quality of learning and retention; and (4) there is a dramatic increase in students' motivation and involvement. This teaching guide to geography for grades 4-9 contains 32 lessons, each with a teaching instructions page with lists of materials, objectives and procedures, and reproducible worksheets for students. Topics include: (1) "Around the Globe"; (2) "General Geography"; (3) "Grids and Scales"; (4) "Road Maps"; and (5) "Relief Maps." Also included is a checklist of social science processes, science processes and math skills; a list of children's literature which may be used to extend these lessons, a list of materials for the unit, various outline maps, and information on the AIMS project. (CW)

Geometric Concepts; Instructional Materials; *Learning Activities; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; Middle Schools; Number Concepts; *Problem Solving
IDENTIFIERS- *Arithmetic Teacher (Journal)

This document is a collection of 77 shared teaching ideas from the "From the File" department that appears regularly in the "Arithmetic Teacher." The ideas are reproduced in file-card size and categorized for easy use and handling. This useful source of activities and problems is designed to help elementary and middle school teachers, teachers of remedial mathematics, and educators of students with special needs. The activities are presented in the following sections: (1) Numeration; (2) Estimation and Computation; (3) Rational Numbers; (4) Problem Solving; (5) Geometry; (6) Measurement; (7) Time and Money; (8) Graphing and Statistics; and (9) Miscellaneous. (MDH)

domains. In the second section, "Mathematics and Sense Making", a review of work on problem solving that dealt with the importance of context, especially with respect to the interpretation of problem solutions is presented. Situational factors that influence children's problem-solving performance are described though research findings on division with remainders in problem-solving situations. Finally, a situated perspective on further research regarding serious consideraiton of mental computation and estimation as situated mathematical processes is discussed.

for master's-granting institutions. Subsection E contains institutional listing and rankings of individual doctorate-granting institutions on the basis of fall 1989 data. Section IV displays copies of the survey instruments, along with summary questionnaire facsimiles containing data for all departments or for selected groups of departments. The facsimiles present data for all institutions, doctorate-granting institutions, master's-granting institutions, and other selected groups of institutions. (KR)

ED 342 662   SE 052 609

Academic Science/Engineering: R&D Expenditures, Fiscal Year 1989.
PUB DATE- 90
NOTE- 188p.; Part of the Surveys of Science Resources Series. Final Survey.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Expenditures; Facility Inventory; Financial Support; Government Role; Higher Education; *Laboratory Equipment; *Research and Development; *Research Universities; *Surveys; *Trend Analysis

The data presented in this report were compiled from the National Science Foundation's fiscal year 1989 Survey of Scientific and Engineering Expenditures at Universities and Colleges. Expenditures include science and engineering (S/E) costs for separately budgeted research and development (R&D). This includes all funds expended for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. Expenditures are funds actually spent by an institution during its fiscal year. Separately budgeted R&D equipment purchased from current funds includes all research equipment purchased under sponsored research project awards. Capital expenditures for R&D equipment may include fixed or movable furnishings and scientific equipment, facilities integral or ancillary to R&D efforts, or special separate facilities that house S/E apparatus. Capital expenditures also refer to any article of nonexpendable tangible personal property having a useful life of more than 2 years and an acquisition cost of $500 or more per unit. Federally funded research and development centers (FFRDCs) are R&D-performing organizations that range from the traditional contractor-owned/contractor-operated or government-owned/contractor-operated organizational structures to various degrees of contractor/government control and ownership. These organizations are formed to achieve a particular R&D objective that cannot be met as effectively by existing resources. Data presented in trend tables are assembled from the most recently completed survey cycle. (KR)

Studies: Mathematics and Science Scores"; (4) "What We Know about the Achievement Scores and Country Rankings: A Summary of Selected Results and Hypotheses from the International Surveys"; and (5) "Looking Ahead: Toward Future International Achievement Surveys." Appendices include achieved sample size and response rates, mean scores and means compared with United States, secondary retention rates, age distributions and related characteristics of test takers, and mean scores and confidence intervals for participating educational systems. (KR)

ED 342 681 SE 052 865

Kadel, Stephanie
Problem-Centered Learning in Mathematics and Science. Hot Topics: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Evaluation; Learning Strategies; Mathematics Education; *Problem Solving; *Program Descriptions; Resource Materials; Science Education; Teaching Methods

This document is intended as a resource and guide to help teachers integrate a problem-centered approach into their curricula. It outlines the typical components of problem-centered mathematics and science activities, and offers practical suggestions, examples, and resources to assist this endeavor. The first section of this document, "What is Problem-Centered Learning?", discusses how problem-centered learning is different from traditional methods of instruction, what problem-centered learning can do for students, and practical concerns from teachers. Section II, "How Can You Implement Problem-Centered Learning in Your Classroom?", discusses posing appropriate questions, working in small groups, sharing as a whole class, and assessing student learning. The third section includes descriptions of resource materials-mathematics and science education programs, resource books and catalogs, textbooks and activity books, other publications, and human resources. Scattered throughout the document are sections entitled "Dynamite Ideas" that highlight exemplary, problem-centered learning programs from across the United States. This publication also discusses research details the need for and benefits of problem-centered learning. Questions that can be used to determine the learning styles of a class of students are appended. (40 references) (KR)

IDENTIFIERS- Global Education; Latin America; *Mexico
Developed for elementary school children, this unit is designed to teach about Mexican American culture through the study of holidays celebrated throughout much of Latin America and the southwestern United States. The unit describes and provides background information about nine Mexican American holidays. Among the activities included are the words and music to songs, and directions for making dishes and decorations typical of individual holidays. The nine holidays dealt with in the unit include: (1) January 6, El Dia de los Reyes (Day of the Kings); (2) February 2, Nuestra Senora de San Juan de los Lagos (Our Lady of San Juan de los Lagos, Mexico); (3) Cinco de Mayo (The Fifth of May); (4) September 16, Independence Day; (5) October 12, El Dia de la Raza (The Day of the People); (6) November 1-2, El Dia de los Muertos (Day of the Dead); (7) November 2, San Martin de Porres; (8) December 12, Our Lady of Guadalupe; (9) December 16-24, Las Posadas. A 17-item bibliography also is included. (DB)

ED 342 703 SO 021 905

Michels, Peg; And Others
Making the Rules: A Guidebook for Young People Who Intend To Make a Difference.
PUB DATE- 91
NOTE- 70p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Community Responsibility; Leadership Responsibility; Political Issues; *Politics; *Public Affairs Education; Secondary Education; Social Problems; Values Education; *Youth
Intended to be used by groups of young people under the supervision of adults, this workbook is for young people who want to learn about public affairs and to become involved in their communities. There are exercises that may be completed independently by each person, and exercises that may be used by the entire group. The guide can be used by youth organizations, school groups, community groups, congregation-based groups, culturally-based groups, and any other group of young people who want to develop their public lives. Five chapters of the workbook correspond to five steps leading to citizen action: (1) Discovering Your Self-Interest"; (2) "Stepping into Public Life"; (3) "Encountering Diversity"; (4) "Building Power"; and (5) "Go for It!" Each step is divided into stories, lessons, and exercises. The workbook's resources include tips for aiding group discussions, guidelines for adults working with groups of young people, guidelines for evaluating group work, and lists of useful organizations, materials, and further reading. (DB)

ED 342 704 SO 021 906

Boyte, Harry C.; Hogg, Kathryn Stoff
Doing Politics: An Owner's Manual for Public Life.
PUB DATE- 91
NOTE- 57p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Community Responsibility; Democratic Values; Leadership Responsibility; *Political Issues; *Politics; *Public Affairs Education; Social Problems

This study guide is designed to be used by any group of people interested in examining and strengthening the ways in which politics works tody. An argument is made that politics suffers because U.S. society largely has lost a strong sense of public life--a challenging, diverse, and dynamic arena beyond one's immediate family and friendship circles. Persons who use this guide are encouraged to think about and debate this view of public life, and then to discuss how politics is done today by evaluating the strengths and weaknesses of several common "modes" or definitions of politics: institutional, protests, service, and community-based problem solving. A final portion of the guide looks at "citizen politics" where people learn how to put public life back into politics. The central idea of citizen politics is that in public life people can learn the skills and develop the power to take leadership in solving society's problems on local, state, and national levels. Each of the six study sessions in the manual are followed by questions for discussion. The sessions are: (1) Traditions and Changes; (2) Institutional Politics: Representative Government; (3) Protest Politics: Citizens on the March; (4) Service Politics: Helping One Another; (5) Community Politics: Neighborhood Self-Help; and (6) Citizen Politics: People Taking Charge. Two appendices are included: the first contains suggestions on how to use this guide and the second lists 37 readings relevant to the themes of the guide. (DB)

ED 342 705 SO 021 911

Horton, Judith Page, Ed.
Latin American Art and Music: A Handbook for Teaching.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 89
NOTE- 194p.; From the Latin American Culture Studies Project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Art Education; Elementary Secondary Education; Foreign Countries; *Foreign Culture; Global Approach; Multicultural Education; *Music Education; Units of Study; Visual Arts
IDENTIFIERS- *Latin America

This collection of essays, curriculum units, and study guides on Latin American art and musical traditions is designed to help

ED 342 724 SP 033 491

Makedon, Alexander
The Politics of Teaching as a Science.
PUB DATE- Oct 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, October 26, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Theories; Elementary Secondary Education; Foundations of Education; *Politics of Education; Public Schools; School Policy; *Scientific Methodology; *Teaching (Occupation); Teaching Methods
IDENTIFIERS- *Teacher Researchers; *Teaching as a Science

This paper examines the scientific basis of teaching, the logic of science, the politics of teaching-as-a-science (TAS), and the application of teaching method. It argues that teachers have neither the time while in school nor the prerequisite training in scientific methodologies with which to study their own teaching scientifically, analyze the methods of science, and suggest methodological improvements. Because of the lack of opportunities for teacher research, much that they learn over the years of teaching is lost to later generations of teachers. Their experiences are not systematically recorded or used to expand, change, or improve the existing knowledge base. As the empirical research base in teaching expands, public school systems may be forced by the weight of such research to make room for more research-based changes in the schools. Educational research may represent a threat to the politics of non-scientific teaching. TAS is an alternative to traditional teaching in which science forces old schools into new educational methods. The paper examines three issues: (1) the role of politics in teaching; (2) objections to TAS (teaching is not a science, and there is no proof that the scientific method is valid); and (3) the politics of TAS (TAS-generated reform, some unanswered questions regarding TAS, teacher autonomy, classroom realities, economics of TAS-related reform, lay school boards, TAS and traditional schooling, piecemeal reform, and reforms inside traditional school structures). (SM)

ED 342 725 SP 033 497

Maeroff, Gene I.
Teaching and Learning in English Urban Schools. A Report of a Study Visit.
PUB DATE- 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collegiality; Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; Governance; *Institutional Environment; International Cooperation; *International Educational Exchange; Parent School Relationship; Teacher Evaluation; Teacher Supervision; *Urban Schools
IDENTIFIERS- *Diversity (Student); *England

The challenges facing urban elementary and secondary schools are

ED 342 744 SP 033 613

Keller, Clayton E.; And Others
Examining the Experiences of Educators Who Have Disabilities: Implications for Enhancing Diversity in Teacher Education Programs.
PUB DATE- Feb 92
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Disabilities; Elementary Secondary Education; Higher Education; Mainstreaming; *Normalization (Handicapped); Program Improvement; Self Determination; *Supported Employment; Teacher Education Programs; Teacher Educators; *Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Disabled Teachers

The study described here investigated the training and employment experiences of educators with disabilities. Participants included 25 educators (17 female and 8 male) with a variety of disabilities (physical disabilities, health impairments, or medical conditions; learning disabilities; acquired brain injuries; visual impairments; hearing impairments and speech impairments). Since difficulties caused by disabilities impact, at least to some degree, the educator's abilities to perform professional responsibilities, subjects were asked in open-ended interviews for self-descriptive information, motivations for entering the profession, and experiences with admission to a training program, employment searches, and actual practice. Results suggest that teacher educators need to focus on the expansion of possibilities for persons with disabilities through: (1) communication with respect to capabilities and limitations; (2) accommodation, adaptation, modification, and alternative solutions to handle actual or potential difficulties; and (3) support of the person's self-determination by promoting choice of alternatives by persons with disabilities. Meeting this challenge would diversify the pool of educators and provide equitable chances for persons with disabilities who wish to become teachers. A table is included on the disability status of the teachers in the study. (LL)

ED 342 745 SP 033 614

Konecki, Loretta R.
"Parent Talk": Helping Families Relate to Schools and Facilitate Children's Learning.
PUB DATE- Feb 92
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 17, 1992). One paragraph is handwritten.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Newsletters; *Parent Education; *Parenting Skills; *Parent School Relationship; Parent Student Relationship; Preschool Education; *Program Evaluation; *Student Improvement; Teacher

ED 342 765 SP 033 655

Klug, Beverly J.; And Others
From Awareness to Application: Creating Multicultural Reform despite "Political Correctness." A Case Study.
PUB DATE- Feb 92
NOTE- 22p.
LANGUACE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Ethnic Distribution; Higher Education; *Holistic Approach; *Inservice Teacher Education; Minority Groups; *Models; *Multicultural Education; Rural Population; *Rural Urban Differences; *Teacher Education Programs
IDENTIFIERS- *Idaho State University

Creating a relevant, integrated multicultural education university program in a sparsely populated, rural, mountainous state whose minority residents constitute barely five percent of the population poses unique challenges not possible in more urban areas. This case study describes the attempts of one faculty to ensure that preservice teachers develop the needed skills, knowledge, and dispositions to face the challenges of working with children from diverse populations. It traces the emergence of a wholistic model that focuses on and responds to the dynamic tensions created as faculty, students, and the community together strive to come to a fuller understanding of and commitment to the issues involved. The following aspects of multicultural education are discussed: history, curriculum in the schools, implications for teacher education, students in classrooms, forms of bias in curricular materials and in classrooms, teacher education and college campuses, and obstacles to change. The College of Education, Idaho State University, is presented as a model for change, emergent multiculturalism, accomplishments, and visions for the future. (26 references) (Author/LL)

ED 342 766 SP 033 656

Nichols, Teresa M.
Clinical Experiences in Teacher Preparation Programs: A Scope and Sequence Model.
PUB DATE- Feb 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Higher Education; Integrated Curriculum; Laboratory Schools; Literature Reviews; Mentors; *Preservice Teacher Education; *Sequential Learning; *Student Teaching; *Teacher Education Curriculum; Teaching Experience; Theory Practice Relationship
IDENTIFIERS- *Hierarchical Learning; Reflective Thinking; Reform Efforts

Clinical experiences remain an integral component of teacher preparation programs. One type of clinical experience is the Comprehensive Scope and Sequence Model, which calls for five hierarchical levels of clinical experiences: (1) college classroom practice activities; (2) campus laboratory practice activities; (3) block practicum field experiences in local

ED 342 785 TM 017 940

Korpi, Margaret K.; And Others
A Role-Functional Model of Design Problem Solving.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Dec 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Cognitive Processes; Educational Strategies; Higher Education; *Instructional Design; *Models; *Problem Solving; Protocol Analysis; Secondary School Teachers; *Teacher Education
IDENTIFIERS- *Role Evaluation

Processes of solving an ill-structured problem were studied. Eight individuals (recent graduates and participants in a teacher education program) learned about a fictitious vehicle, and then designed instruction about it. The individuals were relative novices in instructional design, because of a small amount of professional training in the activity and the novelty of the subject matter. Protocols used in designing instruction were coded for five individuals for subproblems, types of knowing, and problem-solving operations. A hypothesis is presented about the organization of problem-solving activity in this design task, in the form of a model in which functional roles are assigned to metaphorical agents in a design committee. This discussion of design problem solving is grounded in information processing theory and emphasizes the theoretical continuity of design problems with other, more well-defined, tasks. Five figures and eight tables present study findings. A 28-item list of references is included. An appendix illustrates one subject's design processes. (SLD)

ED 342 786 TM 017 941

Summary of State Results 1987-1990. Massachusetts Testing Program.
PUB DATE- 90
NOTE- 1,539p.
LANGUAGE- English
EDRS Price- EDRS Price - MF13/PC62 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Mathematics Tests; Public Schools; Reading Tests; *School Districts; *State Programs; Tables (Data); *Testing Programs; Test Results; Vocational Education; Writing Tests
IDENTIFIERS- *Massachusetts Basic Skills Testing Program; *Massachusetts Educational Assessment Program

Chapter 188 of the Massachusetts Acts of 1985 established a statewide testing program that began in 1986. The Massachusetts Testing Program functions to improve curriculum and instruction in the public schools and districts, identify students needing assistance in mastering basic skills in the classroom, and make results available to the public. The Massachusetts Educational Assessment Program (MEAP) was created to accomplish the first purpose by testing students at three grade levels biennially. Results are reported at school, district, and state levels; and national comparisons are possible. The Massachusetts Basic Skills Testing Program (MBSP) was initiated in response to the second mandate. Each year students in grades 3, 6, and 9 are

DOCUMENT RESUME

ED 342 805 TM 017 979

College-Bound Seniors, New York Report: 1991 Profile of SAT and Achievement Test Takers.
PUB DATE- 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Achievement Tests; College Bound Students; *College Entrance Examinations; Demography; Higher Education; High Schools; *High School Seniors; Institutional Characteristics; *Profiles; *Scores; State Surveys; Statistical Data; Statistical Distributions; Student Characteristics; Tables (Data); Test Results
IDENTIFIERS- *College Board Achievement Tests; New York; *Scholastic Aptitude Test

This report consists almost entirely of tables that provide mean scores on the Scholastic Aptitude Test (SAT) and College Board Achievement Tests for New York high school seniors in 1991 and summarize information that students have provided about their high school academic achievement and their personal backgrounds. Tables are based on the latest test scores and background information that these graduating seniors have presented. Mean SAT scores are displayed for different portions of the testing population, with detailed information about students' academic preparation and the number of years of study in various subject areas. Test score distributions are presented in a format identical to that used in 1972 except for the introduction in 1990 of SAT scores at the 25th, 50th, and 75th percentiles. Information on characteristics of students' schools, derived from a school survey, is provided; and the 40 institutions that received the most score reports from students in the state are listed. A brief introduction and some pointers on using this report are included. (SLD)

ED 342 806 TM 017 981

Thompson, Bruce
The Use of Statistical Significance Tests in Research: Some Criticisms and Alternatives.
PUB DATE- Apr 92
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Effect Size; *Estimation (Mathematics); Evaluation Methods; *Regression (Statistics); Research Methodology; *Research Problems; Sample Size; *Sampling; *Statistical Significance
IDENTIFIERS- Bootstrap Methods; Homogeneity of Variance; *Research Replication

Three criticisms of overreliance on results from statistical significance tests are noted. It is suggested that: (1) statistical significance tests are often tautological; (2) some uses can involve comparisons that are not completely sensible; and (3) using statistical significance tests to evaluate both methodological assumptions (e.g., the homogeneity of variance

ED 342 824 UD 027 130

Yagi, Kan
ECIA, Chapter 1 Early Childhood Education Program in the Portland Public Schools. 1988-89 Evaluation Report.
PUB DATE- Aug 89
NOTE- 39p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Activities; Compensatory Education; *Curriculum Enrichment; *Educationally Disadvantaged; Individual Development; *Language Enrichment; Mathematical Enrichment; *Minority Group Children; Motor Development; Music Activities; *Preschool Education; Program Evaluation; Social Development; Urban Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This report describes and evaluates the Chapter 1 Early Childhood Education Program used in three classrooms in the 1988-89 school year at Kenton School in North Portland (Oregon). Chapter 1 is the "Introduction." Chapter 2, "Description of the Program," includes the following topics: (1) organization of the program; (2) characteristics of the student population; (3) recruitment and attendance; (4) facilities and learning materials; (5) Daily Educational Activities; and (6) project costs. Chapter 3, "Evaluation Methodology and Findings," includes the following developmental topics: (1) language skills; (2) numerical concepts; (3) small motor skills; (4) social development; (5) art and music; (6) large motor skills; and (7) personal welfare. Chapter 4 is "Observations and Comments." Chapter 5 is "Summary and Conclusions." Also included are the evaluation form used in the program, and the preschool student achievement form. Two references are appended. (JS)

ED 342 825 UD 027 425

Suarez-Orozco, Marcelo M.
Central American Refugees and U.S. High Schools. A Psychosocial Study of Motivation and Achievement.
PUB DATE- 89
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Need; *Adjustment (to Environment); Aspiration; Attitude Measures; Books; *Family Influence; High Schools; High School Students; *Immigrants; Latin Americans; Psychological Studies; Social Science Research; *Student Attitudes
IDENTIFIERS- *Hispanic American Students; *Thematic Apperception Test

This ethnographic study documents and interprets key school, work, and family life issues in the lives and experiences of a sampling of recent immigrants from the war-torn Central American nations; and suggests a psychocultural theory of achievement motivation. Information was gathered from observation in two urban high schools, interviews with 50 Salvadoran, Guatemalan, and Nicaraguan students and their families, and their responses to the Thematic Apperception Test (TAT). The following summary findings are reported: (1) in many respects, the Central Americans fit the ordinary American

ED 342 843 UD 028 546

Homeless and At-Risk Information.
PUB DATE- 91
NOTE- 273p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Disadvantaged Youth; Dropout Prevention; Dropouts; *Economically Disadvantaged; Educational Needs; *Educational Policy; Educational Resources; Elementary Secondary Education; Financial Support; *High Risk Students; *Homeless People; Program Development; Resource Materials; *Special Needs Students; State Programs
IDENTIFIERS- *Iowa

This document reports information and lists resources for educating homeless and at-risk populations in Iowa. Organized into 12 sections that are grouped into three areas, the document provides research reports, listings of resources, and policy guidelines. Sections I through III, titled "Homeless Information," contain the following: (1) "Homelessness in Iowa: the 1990 Report" (Drake University, Iowa), which reports a study on the educational needs of the Iowa's homeless students; (2) "Homeless Students: New Rules" (W. Lepley), which outlines state policies; and (3) "Educating Homeless Children and Youth: Problems and Solutions" (Iowa Department of Education). Sections IV through X, "At-Risk Planning Materials," include the following: (4) a description of school-based youth services programs; (5) "Guidelines for Serving At-Risk Students" (Iowa Department of Education); (6) "Inventory of Policies and Practices Related to Student Failure and Dropping Out" (Iowa Department of Education); (7) an outline of activities and services for students needing additional assistance; (8) "Students At-Risk: Planning Worksheet for Educators" (R. E. Morley); (9) "Services (Phase III) for At-Risk Student Populations: Preschool-12" (R. E. Morley and S. Surbaugh); and (10) "At-Risk Populations: Summary of Financial Resources for Program Development" (Iowa Department of Education). Sections XI and XII, "Alternative Programs," contain the following: (11) "Alternative Schools, Programs, and Support Services for Dropouts and Dropout Prevention in Iowa According to School District" (R. E. Morley); and (12) a list of media resources. (JB)

ED 342 844 UD 028 548

Opuni, Kwame A.; And Others
Beating the Odds (BTO) Program: A Comprehensive Support System for Teachers and Families of At-Risk Students.
PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; *Elementary School Students; Elementary Secondary Education; *High Risk Students; *Inservice Teacher Education; Middle Schools; Potential Dropouts; Program Effectiveness; Program Evaluation; School Counseling; *School Districts; *Secondary School Students; Student Needs; Urban Schools; Urban Youth;

The second section offers advice to focus group moderators concerning the following topics: (1) style; (2) starting up; (3) non-directive assistance to the discussion; and (4) closing the session. The third section offers ways to analyze and report the focus group findings, including the use of an audiotape of the proceedings and organization of the report. The fourth section is a topic guide in a dialogue/modular format that can be adapted to various groups. The fifth section contains excerpts from focus groups conducted in 1989-90. (JB)

ED 342 863   UD 028 571

Independent Institutions in Partnership: Sharing Educational Responsibility. Minority on Campus Series .
PUB DATE- 91
NOTE- 26p.; For related documents, see UD 028 568-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); Black Colleges; College Faculty; College Students; Community Colleges; Consortia; Cooperative Planning; *Cooperative Programs; Educational Improvement; *Educational Responsibility; Exchange Programs; Higher Education; *Institutional Cooperation; *Intercollegiate Cooperation; *Minority Groups; *Private Colleges
IDENTIFIERS- *Partnerships in Education

This booklet focuses on partnerships between and among colleges and universities and partnerships with precollegiate schools as ways to extend the reach and the resources of a higher education institution and better educate minority students. The first of two main sections following an introduction lists the following precepts that are key to the development and maintenance of partnerships between schools and postsecondary institutions: (1) establish clear and specific goals, developed cooperatively by the partners, that benefit each collaborator; (2) formulate and nurture mutual trust and respect among representatives from the partner institutions; (3) create a structure that results in shared governance and decision-making by all partners; (4) develop a sense of shared responsibility among the partners for achieving the goals; and (5) incorporate evaluation procedures in the framework of the partnership, with all partners willing to periodically examine progress toward the partnership's goals. The second section describes and lists a sample of the more that 200 intercollegiate partnerships reported in a recent survey, including the following: (1) five partnerships designed to facilitate recruitment, retention, and transfer; (2) four partnerships for minority scholarship; (3) two partnerships using multiple approaches; and (4) three partnerships for exchanges. (JB)

ED 342 864   UD 028 572

Understanding Campus Climate: An Approach to Supporting Student Diversity. Minority on Campus Series .
PUB DATE- 91
NOTE- 29p.; For related documents, see UD 028 568-571.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

interested teachers take a comprehensive approach to teaching these subjects. The introduction features the essay, "Media Resources Available on Latin American Culture: A Survey of Art, Architecture, and Music Articles Appearing in Americas" (K. Murray). Section 1, The Visual Arts of Latin America, has the following articles: "The Latin American Box: Environmental Aesthetics in the Classroom" (R. Robkin); "Mascaras y Danzas de Mexico y Guatemala" (J. Winzinger); "The Five Creations and Four Destructions of the Aztec World" (C. Simmons; R. Gaytan); "Art Forms of Quetzalcoatl: A Teaching Guide for Spanish, History, and Art Classes" (A. P. Crick); "The Art and Architecture of Mesoamerica: An Overview" (J. Quirarte); "Interpreting the Aztec Calendar" (L. Hall); "Mexican Muralism: Its Social-Educative Roles in Latin America and the United States" (S. Goldman); "Mexico: An Artist's History" (K. Jones); "A Historical Survey of Chicano Murals in the Southwest" (A. Rodriguez); and "El Dia de los Muertos" (C. Hickman). Section 2, The Musical Heritage of Latin America, has an introduction: "The Study of Latin American Folk Music and the Classroom" (G. Behague) and the following articles: "Value Clarification of the Chicano Culture through Music and Dance" (R. R. de Guerrero); "'La Bamba': Reflections of Many People" (J. Taylor); "The Latin American Art Music Tradition: Some Criteria for Selection of Teaching Materials" (M. Kuss); "Mariachi Guide" (B. San Miguel); "'El Tamborito': The Panamanian Musical Heritage" (N. Samuda); "A Journey through the History of Music in Latin America" (J. Orrego-Salas); "A Multicultural Tapestry for Young People" (V. Gachen); and "A Survey of Mexican Popular Music" (A. Krohn). A list of Education Service Centers in Texas is in the appendix. (DB)

ED 342 706   SO 021 912

Contreras, Gloria, Ed.
Latin American Culture Studies: Information and Materials for Teaching about Latin America. Second Revised Edition.
PUB DATE- 87
NOTE- 332p.; From the Latin American Culture Studies Project. For an earlier edition, see ED 216 943.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Area Studies; Educational Resources; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Multicultural Education; Social Studies
IDENTIFIERS- Global Education; *Latin America

This collection of materials is designed to help educators teach about Latin American culture more effectively. The introduction offers a rationale for studying about Latin America. Six chapters cover: (1) Key Ideas; (2) Concept Papers; (3) Lesson Plans and Writing Skills Development; (4) Games and Student Activities; (5) Arts and Crafts; and (6) Annotated Bibliography. An appendix is included that contains statistical profiles for each of the countries of Latin America. (DB)

ED 342 707   SO 021 921

Klein, Sheri
Breaking the Mold with Humor: Images of Women in the Visual Media.
PUB DATE- Jun 91

like those facing suburban and rural schools, but there are complex circumstances that complicate efforts by urban school systems to carry out their mission. Schools in the cities have more students from impoverished homes, more foreign-born or minority group students, and more students suffering disabilities and shakier sources of financial support. Urban schools operate amid violence, crime, drug abuse, unemployment, poor housing, and poor public services. Educators in the United States and England looked at the nature of urban education as common ground for professional exchange. In 1987, English educators met with their U.S. colleagues and then visited U.S. elementary and secondary schools. In 1990, 60 U.S. educators met with British colleagues at a conference in London, and then visited urban schools throughout England. The paper presents the collective observations of the U.S. educators taken from summary sheets and diaries kept during the visit, as well as from discussions held at a retreat and from written summations. Nine sections deal with the following topics: overview of the organization of English schools; the setting; the quality, nature, and substance of teaching and learning; assessment and accountability; equity and access; teachers; supervision; governance and management; parents and external influences; and implications for practice and policies in the United States in regard to governance, national standards, assessment, principals, teachers, building community, organization and content, and equity. (SM)

ED 342 726   SP 033 510

Knowles, Patricia; Sande, Rona
Dance Education in American Public Schools. Case Studies.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 91
NOTE- 163p.; IMPACT is an acronym for Interdisciplinary Model Program in the Arts for Children and Teachers.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Curriculum; *Dance Education; *Demonstration Programs; Elementary Secondary Education; National Surveys; *Program Descriptions; *Public Schools

The four case studies presented in this report represent results from a national survey by the National Arts Education Research Center to identify and select model schools with established curriculum-based K-12 dance education programs. The schools selected for the project were Fillmore Arts Center (Washington, D.C.), Buffalo Academy for the Visual and Performing Arts (Buffalo, New York), Duxberry Park Arts IMPACT School (Columbus, Ohio), and Jefferson High School for the Performing Arts (Portland, Oregon). The case studies include discussion of faculty, curriculum, program goals, and facilities and equipment. The schools which were observed shared several common characteristics: strong parental and community support; mutual respect among dance faculty and a unified program philosophy; frequent communication and a positive working atmosphere; a belief in integration within content areas and in interdisciplinary work; a curriculum that excites students; and administrative confidence and support. The appendices, which make up 75% of the document, include: a summary of a dance instructor's survey of 110 schools; a dance education inventory; guidelines, course outlines, and examinations at the Buffalo Academy for the Performing Arts; the Duxberry Park Arts

Education Programs
IDENTIFIERS- *Aid to Families with Dependent Children; Michigan (Grand Rapids); PARENT TALK (Newsletter)

PARENT TALK is a newsletter distributed to approximately 10,000 recipients of Aid to Families with Dependent Children in Grand Rapids, Michigan, along with their assistance checks. The newsletter is designed to help parents relate to schools in order to facilitate and promote their children's success. Five topics are discussed: (1) what PARENT TALK is; (2) how PARENT TALK originated; (3) the theoretical background and its importance as related to teacher education; (4) preliminary results of a survey that indicate how PARENT TALK recipients feel about it; and (5) future directions for PARENT TALK. A figure shows representative samples from PARENT TALK dealing with parent-teacher conferences and how to get the most from them; listening skills and ways to encourage good listening habits; and discipline tips. Although the long-term continuation of the project is unknown, response data from recipients indicate that PARENT TALK is a useful tool which has helped link parents and educators for the benefit of children. Four appendices include a PARENT TALK survey, PARENT TALK Issue Topics, a PARENT TALK order form; and a questionnaire to schools and agencies. (LL)

ED 342 746 SP 033 615

Whooley, John E.
Enhancing the Scholarship of Teaching: Who Should Lead?
PUB DATE- Feb 92
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Educational Improvement; Excellence in Education; *Faculty Development; Higher Education; Leadership Responsibility; *Researchers; Scholarship; *Schools of Education; *Teacher Educator Education; *Teaching Skills

This study was conducted to examine a campus-wide service activity, provided by School of Education faculty and administration. The program described aims to enhance student development by improving teaching across the university campus. University faculties are challenged to extend the mission of schools, colleges, or departments of education (SCDEs) to serve the teaching needs of university faculty members who are established research scholars but have had little opportunity to develop the scholarship of teaching. SCDEs are encouraged to provide leadership for the improvement of instruction at the university level. A 24-hour workshop for university faculty approaches instruction as a direct, systematic process acknowledging the art of teaching while emphasizing the knowledge that undergirds it. The workshop has three areas of emphasis: (1) planning learning outcomes; (2) helping ensure learner success; and (3) evaluating both learning and teaching. The importance of learner development, thinking skills, and evaluation strategies of learning outcomes at varied levels of cognitive functioning are stressed. Participant follow-up studies indicate that respondents find the workshop has helped them to better plan instruction, carry out instruction, evaluate learner achievement, and evaluate their own instruction. (Author/LL)

schools for one semester; (4) one semester of student teaching; and (5) first year teaching follow-up support services. The model addresses the following criteria for assessing clinical experiences as reflected by the literature: varied settings; a wide array of experiences that are systematically selected, tied to course objectives, and integrated into the total teacher preparation program; careful selection of mentors; sequencing and monitoring of experiences; assessment of student performance; provision for practice of theory; opportunities for reflection on teaching; block practicum experiences; a year of school experience; follow-up support for first year teachers; and support of experiences by technical and material resources. A discussion of each level and of how the model addresses the criteria for effectiveness is provided. (Author/LL)

ED 342 767 SP 033 657

Belt, Rebecca; Leslie, Carl
Practical Uses of Cooperative Learning in a Fifth Grade Classroom.
PUB DATE- Feb 92
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 17, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Cooperative Planning; Grade 5; Higher Education; Intermediate Grades; Preservice Teacher Education; *Program Implementation; Questionnaires; *Social Integration; *Student Participation; *Student Teaching; Teacher Role; *Team Training

This paper, organized into three sections, describes the development, implementation, and supervisory aspects of a cooperative learning program in a typical fifth-grade classroom. Discussed from the teacher's point of view, section 1 addresses: (1) development of teams; (2) social skills development; (3) teammate interdependence, heterogeneous teams, team interdependence, accountability, and activity appropriateness--five essential concepts which must be built into a successful cooperative learning lesson; and (4) classroom applications. Section 2 details the training, orientation, and experiences of a student teacher with respect to cooperative learning methods in three fifth-grade classrooms. This section describes a research project designed to evaluate the five essential components of cooperative learning lessons through classroom observation, conferences with students and teachers, and surveys administered to both teachers and students. Results suggest that cooperative learning is an effective technique for successful teaching and learning. Apendices contain a student teacher questionnaire, the evaluation instrument, and cooperative learning questionnaires for teachers and students. (LL)

ED 342 768 SP 033 659

Hall, Lena; Serna, Loretta
Future Personnel Preparation for Special and General Educators: Pre-Service Implications.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English

tested in reading, writing, and mathematics, with results reported at individual, school, district, and state levels. This document provides the results for each district or union for the MEAP (1988 and 1990) and for the MBSP (1987 through 1990). Reports are divided into the following sections: (1) local school districts; (2) independent vocational schools; (3) academic regional schools; (4) vocational-technical regional schools; (5) county agricultural schools; and (6) school unions. Tables are presented for 915 areas coded by the state and 22 school unions (937 double-sided tables). (SLD)

ED 342 787 TM 017 944

Spottheim, David; Wilson, George R.

The Suffolk County Department of Social Services Performance Study. An Executive Summary.

PUB DATE- Mar 91

NOTE- 40p.; The document contains a contribution by Paul C. Libassi.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Budgeting; *Delivery Systems; *Government Employees; *Local Government; Organizational Theories; Personnel Evaluation; *Productivity; Program Evaluation; Retrenchment; Social Agencies; *Social Services; *Staff Utilization

IDENTIFIERS- Management Science; *New York (Suffolk County); Performance Based Evaluation; Queuing Theory; Work Flow Patterns; Work Overload

The logic and methodology applied in a management science approach to performance and staff utilization in the Client Benefits (CBA) and Community Service (CSA) divisions of the Suffolk County (New York) Department of Social Services (SCDSS) are described. Using a blend of classical organization theory and management science techniques, the CBA and CSA were perceived as service delivery organizations composed of networks engaged in procedures that could be assessed for work effort and work flow. The queuing theory was used to portray the quantitative relationships between processing rate (measured in staffing) and the arrival rate of matters (measured by stations, i.e., organizational components of the divisions). A Marginal Analysis model was used to estimate the best staffing composition. Using these approaches, inferences were drawn about systems operation, and remedial operations were suggested to enhance the performance and productivity of the two sections. Expected budget constraints and the simultaneous rise in the caseloads of both divisions have made it necessary for the SCDSS to look for additional solutions beyond the scope of the study. There are four tables (23 pages) of study data and an 18-item list of references. (SLD)

ED 342 788 TM 017 945

Petronicolos, Loucas

A Method for Evaluating Legal Decisions Which Affect Educational Policies.

PUB DATE- Oct 91

NOTE- 16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1991).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

or of regression assumptions) and substantive hypotheses creates inescapable dilemmas. Three strategies for augmenting statistical significance testing are elaborated. First, a review of effect sizes is presented. Second, a method for evaluating statistical significance in a sample size context is discussed. Finally, strategies for empirically evaluating whether results will replicate are reviewed, with an emphasis on explaining one computer-intensive resampling strategy (the bootstrap method). It is inconsistent to use sample results to estimate population values, but to be unwilling to consult the sample to estimate the variability and shape of samples drawn from the population. Three tables and one figure illustrate the discussion, and a 79-item list of references is included. (Author/SLD)

ED 342 807 TM 017 984

Aman, Michael G.
Working Bibliography on Behavioral and Emotional Disorders and Assessment Instruments in Mental Retardation.
PUB DATE- 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Behavior Disorders; Clinical Diagnosis; *Diagnostic Tests; Emotional Disturbances; Epidemiology; Identification; Intelligence Tests; Literature Reviews; *Mental Retardation; Psychiatry; Psychological Evaluation; *Psychological Testing; *Psychopathology; *Research Reports; Surveys

This working bibliography was compiled as part of an extensive review of instruments used for assessing behavioral and emotional disorders in persons with mental retardation. The literature search went back to the early 1970s and included computer searches as well as survey responses from 50 prominent workers in the field, responses from professional societies, and reviews of prominent journals in the mental retardation field. All publications that addressed mental retardation in conjunction with a behavioral, psychiatric, or emotional disorder were included. Reports describing instruments or critiquing instruments for assessing psychopathology or behavior disorders in mental retardation were included. In some cases these involved instruments that primarily concerned adaptive behavior; however, if such tools included one or more dimensions of maladaptive behavior, they were incorporated into the bibliography. Papers that primarily discussed the use of a treatment modality in managing psychiatric, behavioral, or emotional disorders were specifically not included. Articles addressing differential diagnosis were included, whereas papers not clearly pertinent to such diagnostic issues were excluded. Emphasis is on description, assessment, and epidemiology of psychiatric, behavior, or emotional problems in mentally retarded persons rather than treatment of such persons. The bibliography contains only publications in English, from 1970 through 1990 (with a few earlier exceptions). In all, 526 references are listed. (SLD)

ED 342 808 TM 017 985

Breland, Hunter M.; And Others
A Study of Gender and Performance on Advanced Placement History Examinations. College Board Report No. 91-4.
PUB DATE- 91
NOTE- 44p.

immigrant pattern; (2) escape from an environment of political terrorism and limited economic opportunity has a significant negative psychological effect on the students; (3) student perceptions of parental sacrifice are intertwined with their achievement motivation; (4) students used a dual frame of reference, comparing opportunities in their former home with opportunities in America, when assessing ongoing experiences and planning for the future; (5) student achievement aspirations are based on the desire to help others, as opposed to an individualistic concern for self-advancement and independence; (6) achievement motivation was also affected by a sense of guilt over their opportunity to leave Central America while other family members could not; and (7) students encountered educational barriers including "gatekeeping" techniques used in the schools, the need to work for a living, and legal problems. Seven tables of statistical data and three examples of adapted thematic apperception cards are included. A list of 195 references and an index are appended. (FMW)

ED 342 826 UD 027 709

Rivera-Batiz, Francisco L.
Education and the Economic Condition of Hispanics in the United States: Background Tables for NCREST Presentation.
PUB DATE- Feb 92
NOTE- 22p.; Tables presented at the National Center for Restructuring Education, Schools, and Teaching (New York, NY, February, 18, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Literacy; Asian Americans; Blacks; *Census Figures; *Economically Disadvantaged; Educational Attainment; Ethnic Distribution; *Ethnic Groups; Family Income; *Hispanic Americans; Labor Market; *Population Trends; Salary Wage Differentials; Tables (Data); Urban Areas; Whites
IDENTIFIERS- New York (New York); Pacific Islanders; *United States

This document consists of 15 data tables, without accompanying text, for a National Center for Restructuring Education, Schools, and Teaching (NCREST) presentation on the education and economic condition of Hispanic Americans. Each table contains a source note. The following are the table titles: (1) "Resident Population of the United States, By Race/Ethnicity" (1990 Census); (2) "Growth of U.S. Resident Population, By Race/Ethnicity"; (3) "Changes in the Ethnic Composition of New York City's Population: 1980 and 1990"; (4) "The 1990 Census: How Metropolitan Areas Have Changed"; (5) "Ethnic Changes in the Classroom (as projected to 1995); (6) "Ethnic/Racial Family Income Differentials in the United States" (1970-1990); (7) "Real Family Income in the United States, By Race/Ethnicity" (in 1985 dollars); (8) "Family Structure, Income and Poverty in the U.S., By Race/Ethnicity" (1990); (9) "Labor Market Statistics, By Race/Ethnicity: March 1990" (persons 16 years old and older); (10) "Occupational Distribution of Employed Workers, By Race/Ethnicity" (persons 16 years old and older); (11) "Median Earnings Differentials, By Race/Ethnicity" (employed civilians over 16 years old, 1990); (12) "Median Age and Labor Market Experience of the Population, By Race/Ethnicity" (1990); (13) "Median Years of School Completed, By Race/Ethnicity" (persons 25 years old or older); (14) "High School and College Completion Rates (%), By Race/Ethnicity" (persons 25 years old or older); and (15) "Quantitative

Workshops
IDENTIFIERS- *Houston Independent School District TX

This paper evaluates the effectiveness of the Beating the Odds (BTO) program of the Houston (Texas) schools in the 1990-91 school year, the third and final year of Phase I of the program. The BTO program provided training workshops for teachers of at-risk students and direct counseling and social service support for at-risk students in a selected number of schools. Overall goals were to address the academic, affective, and family-related needs of students; facilitate development of determination to stay in school; and improve academic performance. Sixty teachers received training and follow-up, while over 2,000 students received instructional counseling, guidance, and family case-management support services. Evaluation measures include student self-esteem scores, standardized test scores, attendance rates, and retention rates. Findings indicate that the 2,353 secondary school students in the BTO program achieved significantly higher academic performance scores in mathematics, a lower failure rate, and a lower withdrawal rate than 1,721 comparison group secondary school students, even though BTO students had lower self-esteem scores. The 219 elementary school students with BTO trained teachers had higher mathematics test scores than 191 comparison group elementary school students whose teachers received no BTO training. Recommendations are presented for enhancing BTO program effectiveness. Two figures and seven tables present findings. There is a six-item list of references, and one appendix presents the BTO Teacher Survey. (Author/SLD)

ED 342 845 UD 028 549

Turlington, Elizabeth B.
Evaluation of Project ALERT (Atlantans Learning Employment Responsibilities Together) Summer Youth Employment Program...1991. Report No. 3, Vol. 26.
PUB DATE- Oct 91
NOTE- 13p.; For a related document, see ED 269 502.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; Job Skills; Mathematics Achievement; Program Evaluation; Reading Achievement; School Districts; Secondary Education; *Secondary School Students; *Summer Programs; Urban Schools; *Urban Youth; *Work Experience Programs; *Youth Employment; Youth Programs
IDENTIFIERS- Atlanta Public Schools GA; *Project ALERT GA

Project Atlantans Learning Employment Responsibilities Together (ALERT) was conducted by the Atlanta (Georgia) Public School System, in 1991, for the ninth consecutive year. Project ALERT is an education component of the Summer Youth Employment Program that represents a concerted effort to address problems associated with the high unemployment rate among economically disadvantaged youth. During the summer of 1991, Project ALERT provided a variety of learning opportunities for 68 students entering grades 8 through 12. Ninety percent (61) of the students completed the program, with most of those who did not finish leaving because of illness. Participants evaluated the program positively and their attendance rate was satisfactory, with at least 80 percent attending at least 85 percent of the time. Pretest and posttest scores indicated that students improved in reading and mathematics skills, with the greatest improvement in mathematics. Improved posttest performance was

(055)
DESCRIPTORS- Administrator Guides; *Administrator Role; Black Students; *Campuses; *College Environment; College Presidents; College Students; Data Collection; Educational Improvement; Higher Education; Institutional Characteristics; Interviews; *Minority Groups; School Demography; *Student Attitudes; Student College Relationship
IDENTIFIERS- Monitoring

This booklet offers a framework to help administrators understand the campus environment for minorities, and describes an approach to collecting the information needed to monitor change in that climate with an emphasis on the experiences and perceptions of minority students on campus and the need they express for a more hospitable campus. Following an introduction, the first of three sections offers questions for presidents and senior administrative staff designed to focus thinking on the central issues of campus climate, and to provide a series of talking points for further conversation. The questions are grouped under the following topics: (1) recruitment of minority students; (2) at-risk students; (3) retention of minority students; (4) employee training; (5) minority participation in institutional life; (6) educational programs; (7) non-academic programs; and (8) institutional policy issues. The second section proposes a student program designed to help the institution make the campus environment better for all students and offers questions for a structured student interview. The third section offers actual student comments on campus environment in the following areas: (1) positive attitudes; (2) ignorance and insensitivity; (3) isolation and alienation; (4) stereotyping; (5) overload; (6) too few role models; (7) minority concerns; (8) group relations; (9) white student feelings; and (10) the importance of financial aid. Concluding comments are included. (JB)

ED 342 865 UD 028 574

Bakall, Liz; And Others
Evaluation of the 1989 and 1990 Reading Improvement Program. Illinois Initiatives for Educational Reform. Research, Evaluation, & Planning Report.
PUB DATE- Mar 91
NOTE- 67p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Programs; Bilingual Education; Class Size; Economically Disadvantaged; Elementary Education; *Language Arts; Parent Participation; *Program Effectiveness; Program Evaluation; *Reading Improvement; Reading Programs; Remedial Reading; *School Districts; Staff Development; Tutoring; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This document evaluates the 1989 and 1990 Reading Improvement Program, which aimed to enhance and support 330 local schools in the implementation of Chicago (Illinois) Public Schools' goals for reading and language arts in kindergarten through grade 6. The program focused on improving instruction and reading achievement. Program features included reading resource teachers, bilingual classroom teachers, reduced class size, after-school tutoring, staff development, parent involvement, attendance incentive, and enrichment reading. The evaluation used student pretest and posttest data, observations, and eight behavioral outcomes to assess the program's success. With the exception of seventh and eight grade tutors in an after-school

NOTE- 15p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cartoons; *Comics (Publications); *Consciousness Raising; Content Analysis; Females; *Feminism; *Humor; Sex Bias; Sex Role; *Sex Stereotypes

Comics help to shape, reflect, reinforce, and revise the beliefs and assumptions people have about themselves and others. This document addresses three issues related to the comics: (1) images of women in the comics by both male and female 20th century cartoonists; (2) conflicting and fragmented images of women in the comics; and (3) differences in content, message, and humor in mainstream comics versus feminist comics. Humor in mainstream comics has often worked to demoralize women in contrast to feminist comics that help to raise consciousness. Comics help readers understand the important role of comics in the culture and how they help to construct role identities and images of women. Humor is an important tool for breaking the mold and changing perceptions that individuals have of themselves and others. (KM)

ED 342 708 SO 021 957

Leonhard, Charles
The Status of Arts Education in American Public Schools. Report on a Survey Conducted by the National Arts Education Research Center at the University of Illinois.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 91
NOTE- 284p.; For "Summary and Conclusions" previously published separately, see ED 338 551.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Education; *Comparative Analysis; *Dance Education; Data Collection; Drama; Educational Research; *Educational Status Comparison; Elementary Secondary Education; Evaluation Methods; *Music Education; *Public Schools; Visual Arts

This survey was developed to accumulate and interpret data pertaining to the current status of music, art, dance, and drama/theater education in U.S. public schools. Questionnaires were designed to secure four types of data: (1) demographic; (2) curricular; (3) adequacy of instructional materials; and (4) support for arts education. Findings were reported for small elementary schools (550), large elementary schools (551), small middle schools (499), large middle schools (500), small secondary schools (999), and large secondary schools (1000) in the areas of music, visual art, dance, and drama/theater. The document concludes with a comparison of the results between this and a similar survey that was conducted in 1962 by the National Education Association. The survey instruments are appended. (KM)

ED 342 709 SO 021 960

Kauppinen, Heta
Peace Education in Art: Study of Conflict and Harmony.
PUB DATE- 91
NOTE- 13p.

IMPACT School philosophy and overview and the K-12 dance course of study in the Columbus public schools; and information about the Dance Career Seminar and Jefferson High School dancers 1986 repertoire. (IAH)

ED 342 727 SP 033 516

Boone, William J.
How Psychometric Analysis Can Help Teachers Realize a Curriculum.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Education; Elementary School Science; *Item Analysis; Item Response Theory; *Psychometrics; Relevance (Education); Student Evaluation; *Test Interpretation; *Test Use
IDENTIFIERS- *Curriculum Mapping; *Rasch Model

Classroom teachers use intuitions, experiences, syllabi, and course guides to help implement a curriculum. Psychometric techniques can also help guide and shape curricula. Some psychometric techniques allow tests to reveal the actual curriculum mastered by students in an objective and sample-free manner and to indicate a probable learning sequence of topics. The graphical presentation of such data is called a "curriculum map." The power of the maps is such that by displaying students' mastery of material and the difficulty of specific topics, teachers may be better guided in an optimal presentation order of material to students. Curriculum maps are built by calculating item difficulties and student abilities. The calculations are important because the nonlinearity of raw test scores are corrected to make the data from students and items meaningful. The paper introduces a number of psychometric curriculum maps: (1) real item maps; (2) student and item maps; and (3) fit maps of students and items. All of the maps can be constructed easily with modern psychometric techniques. They are a logical, necessary step in evaluating curriculum, and they provide the opportunity for educators to improve and study topic sequencing. (SM)

ED 342 728 SP 033 562

Pugh, Ava F.; And Others
An Investigation of Preservice Teachers' Attitudes toward Theory and Practical Application in Teacher Preparation.
PUB DATE- Nov 91
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 12-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Course Evaluation; Educational Theories; Elementary Education; Higher Education; *Methods Courses; Preservice Teacher Education; *Student Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Northeast Louisiana University

Northeast Louisiana University's Professional Semester began in 1976 to respond to a need for more practical application of

ED 342 747 SP 033 617

Montoya, Alicia L.
A.D.E.L.A.N.T.E. Alliance for Developing and Enhancing Latino Awareness and Needs in Teacher Education.
PUB DATE- Nov 91
NOTE- 9p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Involvement; *Cultural Awareness; *Cultural Education; Cultural Pluralism; *Hispanic American Culture; *Hispanic Americans; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; Program Content; Spanish Speaking
IDENTIFIERS- Allentown School District PA; Experienced Teachers; Kutztown University PA; *Project ADELANTE PA

ADELANTE (Spanish for Forward), Alliance for Developing and Enhancing Latino Awareness and Needs in Teacher Education, is a program designed to enhance the cultural sensitivity and teaching skills of experienced teachers. Developed cooperatively by Harrison-Morton Middle School, Kutztown University, and the community-based organization, Casa Guadalupe, the program evolved from the needs of the middle school faculty. Included in the project are inservice workshops, art programs, translation of school materials sent to parents, a "Survival Spanish" course for teachers, and a parent involvement component. (Author)

ED 342 748 SP 033 627

Newman, Ian M.; Deaker, Murray
Private Sector Health Education in a Social Welfare State: A Case Study in Organizational Tension.
PUB DATE- 16 Jul 91
NOTE- 10p.; Paper presented at the International Conference on Health Education (14th, Helsinki, Finland, June 16-21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Alcohol Education; Case Studies; Change Agents; Drinking; *Drug Education; Drug Use; Foreign Countries; Health Education; Health Promotion; Organizational Effectiveness; *Organizational Theories; *Program Implementation; Secondary Education
IDENTIFIERS- *Foundation for Alcohol and Drug Educ (New Zealand); New Zealand; *Tension

This paper chronicles the development of the New Zealand-based Foundation for Alcohol and Drug Education (FADE) and critically reviews this development. FADE's objectives deal with preventing and reducing the use of alcohol and other drugs by young people. FADE chose to operate separately from traditional governmental and nongovernmental alcohol and other drug prevention agencies. Its stated areas of responsibility were: (1) production of educational materials; (2) assistance to schools; (3) communication to the public; (4) development of primary prevention strategies; and (5) documentation of alcohol and other drug use among New Zealand teenagers. This review

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Checklists; Cooperating Teachers; Elementary Secondary Education; *Failure; Higher Education; Human Relations; Interpersonal Communication; *Interpersonal Competence; Measurement Objectives; *Predictor Variables; Preservice Teacher Education; *Student Teacher Evaluation; Student Teacher Supervisors; *Student Teaching; *Success
IDENTIFIERS- Objective Analysis; *Student Teacher Characteristics; Subjective Evaluation

This study was conducted to identify competency areas most problematic for students who did not complete their student teaching experience. Data were collected from case studies of 19 student teachers who did not complete the experience and 31 student teachers who did. Evaluations were based on objective competency measures and subjective narrative reports written by cooperating teachers. Findings demonstrate that student teachers who successfully completed the experience were rated significantly higher on all nine competency items of the objective measure; subjective narrative reports indicate that successful student teachers outperformed the nonsuccessful student teachers in the areas of personal qualities, human relations, and professionalism. Results suggest a need for preservice teacher education programs to focus on collaboration and interpersonal skills as well as on skills in interdisciplinary-partnership building. Appendices contain four tables which include demographics, analyses of variance, evaluations of checklist ratings, and percentages of positive and negative descriptive phrases in the narrative reports. (LL)

ED 342 769 SP 033 661

Malm, Karen
Behavior Management in K-6 Classrooms. NEA Early Childhood Education Series.
PUB DATE- Feb 92
NOTE- 124p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Behavior Problems; Behavior Standards; *Behavior Theories; Check Lists; *Classroom Environment; *Classroom Techniques; *Discipline Policy; Early Intervention; Elementary Education; Parent Participation; Scheduling; Social Reinforcement; *Student Behavior; Troubleshooting
IDENTIFIERS- Behavior Analysis; *Behavior Management; Hierarchical Control; *Proactive Planning; Rule Governed Behavior

This publication presents a system of proactive classroom management for use in elementary school, grades K-6. Characteristics of the proactive concept are described as: (1) planning for prevention rather than reaction to behavior problems; (2) considering the classroom as a total process of facilitating achievement as well as appropriate behavior; (3) dealing with the entire class rather than with individual student behavior; and (4) defining behavior management as an entire system utilizing the principles of behavior theory rather than isolated techniques. An overview is provided of behavioral principles that will give teachers a broad-based understanding of why children behave and misbehave. A classroom management system is presented based on behavioral principles. The book is organized into eight chapters: (1) The Behavior

(150)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Educational Legislation; *Educational Policy; Elementary Secondary Education; Ethics; *Evaluation Methods; Personnel Evaluation; Policy Formation; *Public Schools; Social Responsibility
IDENTIFIERS- *New Jersey v TLO; *Supreme Court

Research about United States Supreme Court rulings, which affect public school policy, has largely disregarded the fact that the Constitution makes no direct reference to education. A method is outlined that may be of use to educational policy makers as they seek to respond to these rulings. The case of "New Jersey v. T.L.O." (469 U.S., 336, 1985) is analyzed to develop the method. In this case, an implicitly held assumption backed the Court's ruling. This assumption is that the public school communities are sufficiently similar to the broader society for the purpose of deciding about the manner and extent that the Constitutional guarantees should apply to the activities of school authorities. It is argued that these constitutional principles, which are relevant to educational issues, articulate intelligibly the manner in which, and extent to which, constitutional guarantees should apply to school authorities. How certain activities for evaluation of teacher and school administrator activities should be established in accordance with constitutional principles is demonstrated. A further development of the method might extend it to other educational cases through investigation of norms of professional ethics and principles of social responsibility. A 13-item list of references is included. An appendix contains four flowcharts that illustrate constitutional arguments. (Author/SLD)

ED 342 789 TM 017 946

The Future of Statistical Software. Proceedings of a Forum--Panel on Guidelines for Statistical Software (Washington, D.C., February 22, 1991).
PUB DATE- 91
NOTE- 91p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Analysis of Variance; *Computer Software Development; Computer Software Evaluation; Computer Software Selection; Computer Uses in Education; Conference Papers; Data Analysis; *Guidelines; Predictive Measurement; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Statistical Packages

The Panel on Guidelines for Statistical Software was organized in 1990 to document, assess, and prioritize problem areas regarding quality and reliability of statistical software; present prototype guidelines in high priority areas; and make recommendations for further research and discussion. This document provides the following papers presented at the Panel's public forum for gathering material for its deliberations from a wide range of statistical scientists from academe, industry, and government: (1) "Morning Session Opening Remarks" (B. Ryan); (2) "Richness for the One-Way ANOVA Layout" (K. E. Muller); (3) "Serendipitous Data and Future Statistical Software" (P. F. Velleman); (4) "Morning Discussion"; (5) "Afternoon Session Opening Remarks " (F. Young); (6) "An Industry View" (A. Kirsch); (7) "Guidance for One-Way ANOVA" (W. DuMouchel); (8) "Incorporating Statistical Expertise into Data Analysis Software" (D. Pregibon); (9) "Afternoon Discussion"; and (10) "Closing Remarks" (W. Eddy). Three

LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Aptitude Tests; College Entrance Examinations; Comparative Testing; Estimation (Mathematics); *European History; High Schools; *High School Students; Multiple Choice Tests; Predictor Variables; Regression (Statistics); Scoring; *Sex Differences; *Student Placement; Test Bias; *United States History; Writing (Composition)
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Free Response Test Items; Scholastic Aptitude Test

Several studies have shown that, on average, women perform slightly better than men on free-response tests, while men perform slightly better on multiple-choice tests. Two advanced placement examinations, United States History (USH) and European History (EH), were chosen for study because previous studies have shown that sex differences on the free-response parts of these tests were non-significant, while sex differences on the multiple-choice parts were large. Several ratings and analyses were made of random samples of 400 free-response booklets from the 1986 administrations of both examinations. Samples of 199 males and 199 females for USH and 198 males and 199 females for EH were used. The following significant predictors were identified: (1) the advanced placement multiple-choice score; (2) historical content; (3) English composition quality; and (4) the number of words written. Regression equations were developed to estimate overprediction or underprediction by sex of free-response scores from the multiple-choice score alone and from multiple predictors. Sampled cases were matched with Scholastic Aptitude Test and English Composition scores. Results suggest that format effects are real and cannot be attributed to bias in scoring or to totally irrelevant variables. When scoring was conducted analytically with a focus on historical content, no sex differences were observed in the free-response portions. Males and females differ in how they respond to two different but legitimate ways of assessing history skills, raising the question of how much influence basic skills and aptitude should have on outcomes of assessment. Twenty tables present study data, and 7 appendices contain supplemental information, including 14 tables and 15 test rating forms. An 18-item list of references is included. (SLD)

ED 342 809   TM 017 987

Taylor, Dianne L.
Cross-Validation in Canonical Analysis.
PUB DATE- Jan 92
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Correlation; *Generalizability Theory; Heuristics; Higher Education; Instructional Leadership; *Multivariate Analysis; *Research Methodology; Statistical Studies; *Validity
IDENTIFIERS- *Cross Validation; *Invariance; Research Replication; Univariate Analysis

The need for using invariance procedures to establish the

Literacy Skills Among Young Adults." Four sample questions from the National Assessment of Educational Progress' Young Adult Literacy Survey Quantitative Literacy Test are appended. (JB)

ED 342 827 UD 027 746

Martin, Joanne M.; Martin, Elmer P.
The Helping Tradition in the Black Family and Community.
PUB DATE- 85
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Community; Black Culture; Black Family; *Black History; Black Influences; Black Organizations; *Extended Family; *Family Role; *Folk Culture; *Helping Relationship; Racial Relations; Sharing Behavior; Social Problems; *Social Support Groups; United States History; Urban Problems

This book describes and documents the existence of the black helping tradition, and offers a theory regarding its origin, development, and decline. The book is based on research operating from the fundamental assumption that a pattern of black self-help activities developed from the black extended family, particularly the extended family's major elements of mutual aid, social-class cooperation, male-female equality, and prosocial behavior in children; and that the pattern of black self-help spread from the black extended family to institutions in the wider black community through fictive kinship and racial and religious consciousness. In the following six chapters the book expands on and substantiates these ideas: (1) "The Helping Tradition in Traditional Africa and in Slavery"; (2) "The Helping Tradition among Free Blacks"; (3) "The Helping Tradition during Reconstruction"; (4) "The Helping Tradition in Rural and Urban America"; (5) "The Black Helping Tradition and Social Work"; and (6) "Summary." Also included is a 97-item bibliography. Each chapter is accompanied by extensive references. (JB)

ED 342 828 UD 027 963

Rendon, Laura I.; Triana, Estrella M.
Making Mathematics and Science Work for Hispanics.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 89
NOTE- 30p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Articulation (Education); College Preparation; *Compensatory Education; *Curriculum Development; *Economically Disadvantaged; Educational Change; *Educationally Disadvantaged; Elementary Secondary Education; Ethnic Bias; Higher Education; *Hispanic Americans; *Mathematics Achievement; Mathematics Instruction; Remedial Instruction; Science Instruction
IDENTIFIERS- *Science Achievement

This document discusses barriers that impede the progress and participation of Hispanic American students in mathematics and science education, and recommends extensive educational reforms. Following an introduction, the first of two main sections reviews the current Hispanic American underrepresentation in mathematics and science and describes demonstrated by at least 75 percent of the students. Over 75 percent received 15 hours of academic credit. Participants also gained valuable work experience and on-the-job skills. Project ALERT met its major goals and is considered a success. There are three tables of study data. (SLD)

ED 342 846 UD 028 550

Turlington, Elizabeth B.
Evaluation of Project Survival, a Special Innovative Project of the Job Training Partnership Act, 1991. Report No. 4, Vol. 26.
PUB DATE- Oct 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Compensatory Education; Conflict Resolution; *Disadvantaged Youth; Economically Disadvantaged; *Elementary School Students; *Employment Potential; *Federal Programs; High Risk Students; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Program Evaluation; Urban Schools; Urban Youth; *Work Experience Programs; Youth Employment
IDENTIFIERS- *Atlanta Public Schools GA; Job Training Partnership Act 1982; Middle School Students

Project Survival was a special innovative project conducted by the Atlanta (Georgia) Public Schools in the summer of 1991. By combining instruction in basic skills, opportunities to learn and practice conflict resolution strategies, and work experience, Project Survival addressed some of the major problems associated with high dropout and unemployment rates among economically disadvantaged youth. Funded under the Job Training Partnership Act, Project Survival was intended to increase the employment potential of 50 overaged and at-risk elementary school and middle school students from grades 5 through 7. All but one of the students completed the program, and the attendance rate was exceptionally high. Because of ambiguities and student termination, one performance standard initially set could not be met and another could not be adequately assessed, but the full or in part. Students learned to practice conflict resolution techniques, improve reading and mathematics skills, and develop good working habits. The parental involvement component was not as successful as anticipated, due to poor parent attendance. Early recruitment is recommended as a remedy for this problem. Project Survival partially met its goals, with the participant component being more successful than the parent component. There is one chart of student responses. (SLD)

ED 342 847 UD 028 551

City Schools of Excellence: School Improvement Grant Program. Award Recipients.
PUB DATE- Sep 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Curriculum Development; Directories; Educational Environment; Educational Finance; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; *Grants; Instructional Leadership; Program Development; State

component, achievement goals were not met. The reading resource teachers did not spend the expected time on individual instruction but rather focused on group instruction and on coordinating materials and students. Despite overcrowding and time constraints, many children did receive attention from bilingual classroom teachers. Teachers did not use the reduced class size concept extensively. Many benefits from the after-school tutoring program were reported. Extensive staff development occurred at most sites. Funds to develop parent involvement plans yielded a wide diversity of activities. Attendance improvement efforts had mixed results. The recreational and enrichment reading component produced positive results. Statistical data are provided in 29 tables. (JB)

ED 342 866 UD 028 575

McKnight, A. James
Pregnant Adolescent Substance Abuse Project. Final Report.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 25 Oct 90
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *At Risk Persons; Black Youth; Community Information Services; Drug Abuse; Early Intervention; *Early Parenthood; *Females; High Schools; Pregnant Students; *Prevention; Program Evaluation; Referral; *Substance Abuse; White Students
IDENTIFIERS- Fetal Alcohol Syndrome; *Maryland (Prince Georges County)

This document is the final report on the Pregnant Adolescent Substance Abuse Project (PASAP) conducted in Prince Georges County (Maryland) in 1987 and 1988. The PASAP consisted of two components that operated independently: an Early Intervention Program that increased the proportion of pregnant adolescent substance users who were using various remediation resources in the county, and the Preventative Program that offered presentations of information and discussion to high school students on the risks of substance use for pregnant and parenting women. The early intervention program enhanced screening for substance abusers through interviews of 403 young women at county Maternal Health Clinics, of whom 191 (47 percent) were referred to appropriate remediation services as abusers or as at-risk to be substance abusers. The prevention program reached 1,900 high school students with a 1-hour film presentation and discussion dealing with the risks of substance abuse for pregnant and parenting women. Evaluation of the two components showed that the programs did help to increase referrals to treatment in the intervention program and improvement in attitude, knowledge, and behavioral intent in the prevention program. Statistical data are provided in two tables and six figures. Appendices contain a 28-item client questionnaire and 3 goal timetables for various components of the program. (JB)

ED 342 867 UD 028 576

Orfield, Gary; Ashkinaze, Carole
The Closing Door: Conservative Policy and Black Opportunity.
PUB DATE- 91
NOTE- 275p.

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Art History; Cultural Awareness; Cultural Differences; Curriculum Development; *Global Approach; Higher Education; *Human Relations; *Interdisciplinary Approach; *International Education; *Peace
IDENTIFIERS- Nordic Paradise

Strategies for organizing and sequencing peace education programs in art education are explored. First, the concept of peace and the development of peace education are examined. The affirmation of peace as life, justice, and freedom contains four areas of study for art education: (1) human relations; (2) cultural diversity; (3) the environment; and (4) global awareness. Nordic Paradise, a peace education program organized by Nordic art educators, utilizes these four areas. The project was based on the principle that pictures are language. Students examined art works that represented human relations, the environment, war, political situations, social issues, and other relevant subject matter. The linking of art with other subject areas, such as history and science, makes in-depth study of aspects of peace possible. Peace education is a life long process and art education should take an active and leading role in organizing peace education programs. (KM)

ED 342 710 SO 021 961

Kauppinen, Heta
Peace Education in Art: Focus on Gender.
PUB DATE- 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Appreciation; *Art Education; Art History; Audience Response; *Critical Viewing; Foreign Countries; Handicrafts; *Human Relations; *International Education; Mass Media Use; *Peace; *Sex Differences
IDENTIFIERS- Finland

Art education can be used as a focal point in studying peace education and gender issues. One aspect of peace education is the field of human relations and that can include issues of gender. Basic concepts of patriarchy, sexism, feminism, and women's liberation can be studied through art. Finnish art education curriculum provides three areas for peace education with a focus on gender: (1) art history; (2) folk art; and (3) mass media. Art history features an image of Finnish women as successful artists and creators of culture. Twenty-five percent of the art works cited in art history books are by women and in the history of design women's artworks are in the majority. In the study of folk art much attention is given to the study of decorative and utility textiles designed and made by women. Study of folk art also emphasizes equal achievement by men and women. Students study mass media by examining newspapers, magazines, television, and film to develop their understanding of gender differences. A case study concludes the document and describes Finnish women in various occupations, inclduing art education, indicating the continuous evolution of equality between genders. (KM)

ED 342 711 SO 021 962

what was taught in the required methods courses of the elementary education degree program. It was designed to avoid duplication of generic activities and to let students apply theory and teaching techniques in the classroom. It offered instruction at the university and real teaching experience in public schools (while supervised by expert teachers). The courses were in elementary science, math, language arts, and social studies. Each offered philosophies and theories for the content area plus instruction on materials, teaching methods, and techniques. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes toward theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine, and communication. Results found their attitudes more positive in the fall on all four measures. There was more disagreement between groups about subject matter and less disagreement regarding audiovisuals. Students felt well-prepared in communication. (SM)

ED 342 729 SP 033 566

Clark, Linda; Foote, Ginny
Meridian School District Staff Development Program.
PUB DATE- Nov 91
NOTE- 33p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 21-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; College School Cooperation; Collegiality; Elementary Secondary Education; *Inservice Teacher Education; Mentors; Principals; Program Descriptions; *School Districts; *Staff Development; *Teacher Improvement
IDENTIFIERS- *Meridian Joint School District ID

This paper reports on a staff development program which provides systematic, ongoing development opportunities for all certified and classified Meridian (Idaho) school district staff. School district funds are the primary revenue source, and the program was developed and implemented with minimal funding. Local colleges and a university participate by providing instructors for coursework, training sessions, and facilitation. In 1990-91, the program served 811 instructional staff members, 493 support staff, 42 administrators, and 121 staff members in other categories. Of the 1,500 staff members, 98 percent received direct services. The staff development includes: extensive inservice in the Meridian Instructional Model; training programs for support staff; inservice and curriculum training for new teachers; first aid training; administrative inservice; district-sponsored university coursework; district-wide staff development sessions; and building level inservice. There is also a mentor program for beginning teachers. The program is planned, implemented, and administered by a committee of full-time teachers and principals with a district coordinator. Individual committee members assume responsibility for various development activities. Ongoing evaluation and an annual assessment are conducted. Copies of the model components and evaluation forms are included. (SM)

ED 342 730 SP 033 585

discusses the significant tensions that arose between FADE and its various constituencies over the course of FADE's development and the consequences of those tensions. FADE provided new approaches to old problems; learning from these approaches can expand the body of knowledge of health education practices. Tensions recognized as creative and dynamic forces can effect change in positive ways. (IAH)

ED 342 749   SP 033 628

Fassett, Julie A.
Challenge Course Manual. An Instructor's Guide for the Outdoor Education Center.
PUB DATE- Jul 91
NOTE- 47p.; A publication of the Outdoor Education Center.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adventure Education; Athletic Equipment; Elementary Secondary Education; *Outdoor Activities; Safety; Staff Development; Teacher Role; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Challenge Course

The purpose of this illustrated manual is to increase the knowledge and facilitate the training of challenge course instructors at an outdoor education center in Texas. It is intended for use as a tool during staff training for new instructors and as a reference tool throughout the school year by all instructors. The manual presents information under the following headings: "Policies" (general, low elements, high elements, equipment, participants); "Definition of Terms"; "Equipment and Hardware"; "Knots"; "Leadership"; "Initiatives and Low Elements"; "High Elements"; "Processing"; and "Maps." (IAH)

ED 342 750   SP 033 629

AIDS Education: High School.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Decision Making; Foreign Countries; Health Education; Health Promotion; High Schools; *High School Students; Instructional Materials; *Lesson Plans; *Social Influences; *Teaching Methods
IDENTIFIERS- Canada; Sexually Transmitted Diseases

This resource package provides teaching strategies to help students discuss and integrate the information they must have to avoid high-risk sexual behavior. It also attempts to promote positive lifestyle decisions in the face of the acquired immunodeficiency syndrome (AIDS) epidemic. The specific goals of the program are to help students: (1) become aware of AIDS, how it is transmitted, and how it may be prevented; (2) understand the importance of practicing positive lifestyle behavior to avoid AIDS and other sexually transmitted diseases; and (3) understand the need for responsibility in social behavior including sexual relationships. The emphasis of the program is on sound decision making and assuming responsibility for self and others. The instructional materials are presented as lesson plans which focus on four major topics: basic

Management Hierarchy; (2) Classroom Environment; (3) Scheduling; (4) Affecting Antecedents: Rules and Routines; (5) Reinforcement Strategies; (6) Parental Involvement; (7) Using Consequences To Affect Behaviors; and (8) Concluding Remarks, consisting of a checklist to help in assessing the classroom and for troubleshooting behavior problems. (LL)

ED 342 770 SP 033 662

The American Tapestry: Educating a Nation. A Guide to Infusing Multiculturalism into American Education.
PUB DATE- Oct 91
NOTE- 31p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Cultural Pluralism; *Curriculum Development; Educational Environment; Elementary Secondary Education; *Instructional Leadership; *Minority Groups; *Multicultural Education; School Demography; State Boards of Education; *Teacher Education Programs

This report is intended to help state education policymakers expand their comprehension of how race, culture, language, gender, and socioeconomic status have an impact on teaching and learning and influence the school experience. The report calls for: multiculturalism in education; broad cultural inclusion; and consideration of every facet of the school environment, including teacher preparation, classroom climate, text books and instructional materials, and curricular and co-curricular activities. This report focuses on three areas of multiculturalism in education: state board leadership; teacher and personnel training; and a culturally responsive curriculum that incorporates multiple learning and instructional styles in the classroom. Recommendations for state board of education action in each area are made. (IAH)

ED 342 771 SP 033 663

Ganser, Tom
What Are the Important Mentor Roles: Perceptions of Participants in a State-Mandated Mentoring Program. (Draft).
PUB DATE- 27 Feb 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; Counselors; Elementary Secondary Education; Faculty Development; Interpersonal Relationship; Librarians; *Mentors; Program Evaluation; State Programs; *Teacher Attitudes; Teacher Evaluation; *Teacher Role
IDENTIFIERS- Protege Mentor Relationship

This study focuses on participants in a state-mandated mentoring program for beginning school teachers, counselors, and librarians during their first year of teaching. Participants included 13 mentor teachers, 1 mentor school counselor, 13 beginning teachers, and 2 beginning librarians. Data were collected through semi-structured interviews. In general, participants supported the provision of assistance to beginning teachers, counselors, and librarians in the form of mentoring programs pairing beginners with experienced colleagues.

appendices give brief descriptions of the speakers, position statements of some participants, and a list of all forum participants. (SLD)

ED 342 790 TM 017 947

Bump, Wren M.
The Normal Curve Takes Many Forms: A Review of Skewness and Kurtosis.
PUB DATE- Jan 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Equations (Mathematics); Functions (Mathematics); Graphs; *Mathematical Models; *Probability; *Raw Scores; *Statistical Distributions; Test Results
IDENTIFIERS- Kurtosis; *Normal Distribution; Shape Statistics; *Skew Curves

The normal curve has long been important in statistics. Most interval variables yield normal or quasi-normal distributions when data are collected from large samples, and the normal "Z" distribution is also used as a test statistic (e.g., to test differences between two means when sample size is large, since "t" approaches "Z" as degrees of freedom increase). Thus, almost all statistics books discuss the normal curve. Nevertheless, many researchers do not fully understand some concepts related to the normal curve, such as skewness and kurtosis statistics, because these two statistics often receive cursory instructional treatment, given the press for instructional time. This paper illustrates that shape statistics remove the influence of distribution variability (i.e., shape statistics always initially involve the conversion of raw scores to "Z" form, SD=1=V, so that impact of variability is held constant). Nine figures illustrate the shape statistics, and one table lists raw scores and "Z" scores. An eight-item list of references is included. (Author/SLD)

ED 342 791 TM 017 948

Bump, Wren M.
The Homogeneity of Regression Assumption in the Analysis of Covariance.
PUB DATE- Feb 92
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Equations (Mathematics); Error of Measurement; *Experimental Groups; Heuristics; Mathematical Models; *Regression (Statistics); *Research Design; *Sampling
IDENTIFIERS- *Homogeneity of Regression; Power (Statistics)

An analysis of covariance (ANCOVA) is done to correct for chance differences that occur when subjects are assigned randomly to treatment groups. When properly used, this correction results in adjustment of the group means for pre-existing differences external validity or generalizability of statistical results has been well documented. Invariance analysis is a tool that can be used to establish confidence in the replicability of research findings. Several approaches to invariance analysis are available that are broadly applicable across univariate and multivariate procedures. This paper explains one of these procedures, cross-validation. One form of the technique, double cross-validation, is applied in a canonical correlation analysis using a heuristic data set. A double cross-validation of the weights in a canonical correlation analysis is used to test for invariance in a study of university leadership conducted by M. L. Tucker (1990) with 105 subjects. A brief overview of both invariance testing and canonical correlation analysis is provided. Four tables present data from the analysis, and a 27-item list of references is included. An appendix contains the computer command lines used to generate the cross-validation. (Author/SLD)

ED 342 810 TM 017 991

The ETS Test Collection Catalog, Volume 6: Affective Measures and Personality Tests.
PUB DATE- Jan 92
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Affective Measures; Catalogs; *Diagnostic Tests; *Emotional Adjustment; Interviews; Personality Assessment; *Personality Measures; Projective Measures; *Psychological Testing; *Psychometrics; Rating Scales; Test Reviews
IDENTIFIERS- Self Report Measures

This volume, sixth in the Educational Testing Service (ETS) collection catalog series, describes 1,560 personality and affective measures. The instruments described are used to assess the psychological, social, and affective reactions of individuals to their environment. Tests include: (1) 13 self-reports; (2) 59 interviews; (3) 101 projective measures; (4) 527 rating scales; and (5) 133 questionnaires. The personality and affective measurements cover such traits as assertiveness; anxiety; feelings of loneliness, aggression, and fear; coping skills; depression; shyness; hostility; antisocial behavior; self-esteem; need for affiliation; reaction to stress; alienation; and withdrawal. Instruments for assessing the emotional adjustment of various groups, such as the deaf or geriatric subjects, are included. Attitude measures are not included. Each entry contains: (1) test title; (2) author; (3) descriptors and identifiers for subject indexing; (4) availability source; (5) age or grade level; and (6) an abstract describing the objectives and contents of the test. Additional information is given when available. Subject (using ERIC descriptors), author, and title indexes are provided. (SLD)

ED 342 811 TM 017 992

Elmore, Randy
Improving the Assessment of Georgia Students.
PUB DATE- Dec 91
NOTE- 9p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Achievement Tests; Basic Skills;

the following barriers: (1) low socioeconomic status; (2) poor academic performance; (3) non-participation in high school academic programs; (4) academically-related problems; (5) enrollment in remedial courses; (6) gender problems; (7) discriminatory practices; (8) changes in major programs of study at the college level; (9) mathematics fear, anxiety, and avoidance; (10) institutional curricular deficiencies; (11) teacher shortages; and (12) low transfer rates from two- to four-year colleges. The second major section discusses making science and mathematics work for Hispanic Americans through a series of the following proposed reforms: (1) reform of the kindergarten through 12th-grade system with regard to academic tracks, good teachers, curriculum reform, encouragement of mathematics and science study, parent involvement, higher achievement levels, test-taking workshops, college-track participation, high expectations, and teacher development; (2) enhanced postsecondary experience; (3) involvement of community-based organizations; and (4) addressing research gaps. A short conclusion emphasizes the importance of the issues raised. One graph, three tables, and 31 references are included. (JB)

ED 342 829 UD 028 212

Educating African American Males: A Dream Deferred.
PUB DATE- May 90
NOTE- 66p.; Prepared by the African American Male Task Force.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Education; *Black Students; Black Youth; Community Support; Educational Change; *Educational Improvement; Educational Policy; Elementary Secondary Education; Inner City; *Males; Multicultural Education; Parent Participation; *School Districts; Sexual Identity; Staff Development; Urban Schools; *Urban Youth
IDENTIFIERS- *African Americans; *Milwaukee Public Schools WI

This document presents recommendations of the Milwaukee (Wisconsin) African American Male Task Force (MAAMTF), which reviewed from January through April of 1990 current educational efforts and recommended strategies by which schools could better address African American males' needs. The MAAMTF recommendations are to be implemented in two phases. Phase I focuses on district policy, staff development, and structural variation based on the notion that all students can learn at increasingly higher levels. The following are Phase I recommendations: (1) multicultural curricula; (2) flexible structuring for academic areas; (3) quality after-school, summer, and Saturday programs; (4) enhanced homework policies; (5) staff training and assistance for working with diverse populations; (6) increasing the number of African American teachers, especially males; (7) parent involvement; (8) inservice courses for all staff members on African American history and culture and racism in America; (9) designation of some schools as professional development centers; (10) gender socialization courses; and (11) African American male immersion academies. Phase II recommendations focus on long-range goals for system-wide revisions in terms of restructuring schools, developing strong self-concepts among African American boys, developing alternate discipline programs, revising curriculum, providing family support, involving the community, and allocating resources. Included are 9 graphs, 1 table, and 71 references. Appendices contain correlates of effective schooling, proposed time lines, a budgetary data table, seven other data tables, and outlines of student non-discrimination

Aid; *State Programs; Student Evaluation; *Urban Schools
IDENTIFIERS- *New Jersey

The names of the county, school, principal, district, and superintendent; address; phone number; grades served; and number of students are provided for each of the 50 award recipients of the City Schools of Excellence Grant Program in New Jersey. These New Jersey schools are engaging in a thorough and intensive program of schoolwide improvement. In the first year of the program, each school will form a team representing a cross-section of the community to assess the educational environment, identify needs, and produce a 2-year improvement program. In the second and third years, schools will begin to implement improvement plans focusing on characteristics of effective schools through the following: (1) strengthening instructional leadership; (2) aligning the core academic curriculum; (3) monitoring student progress; (4) enhancing home and school relations; (5) creating high teacher expectations for student achievement; and (6) creating an orderly learning climate. As these 10 high schools and 40 elementary schools and middle schools implement their programs, they will form linkages with the 17 schools that have already completed the grant phases of school improvement in the Effective Demonstration Schools Project. (SLD)

ED 342 848 UD 028 552

Educational Services for Homeless Children and Youth.
PUB DATE- May 91
NOTE- 54p.; Title listed on inside cover page as: State Plan To Address the Educational Needs of Homeless Children and Youth 1991-1994. (Revised May 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; *Delivery Systems; Disadvantaged Youth; *Economically Disadvantaged; Elementary Secondary Education; *Federal Programs; *Homeless People; Needs Assessment; Poverty; Public Policy; *Social Services; State Legislation; State Programs; *Statewide Planning; Urban Problems; Urban Schools
IDENTIFIERS- *Massachusetts; Stewart B McKinney Homeless Assistance Act 1987

As provided by the Stewart B. McKinney Homeless Assistance Act, the Massachusetts State Department of Education (MSDE) has developed this plan to attempt to meet the educational needs of homeless children and to supply them with resources to meet those needs. The plan contains a section delineating federal and state laws and state policies regarding the education of homeless children, and a section detailing the goals and objectives of the MSDE. The overall goal is to assure that homeless children receive appropriate educational services in a manner that will support their success in school; this includes providing the following: (1) adequate transportation; (2) minimal delay in transferring from one school to another; (3) full assimilation into the mainstream school environment; (4) no stigmatization from peers or others in the school community; (5) protection of their confidentiality and that of their families; and (6) access to the full range of supports the community can offer. Specific objectives toward these ends are listed in the second portion of this report. Appendices provide the following: (1) a description of accomplished objectives and activities from May 1990 to May 1991; (2) a description of the complaint management system; (3) a state report on homeless

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Black Achievement; Black Employment; Black Students; *Conservatism; *Economic Opportunities; Equal Education; *Equal Opportunities (Jobs); Government Role; Minority Groups; Political Attitudes; *Public Policy; Racial Relations; Urban Culture
IDENTIFIERS- *Georgia (Atlanta)

This book explores the consequences of conservative policy for black opportunity by identifying the economic and social costs of the long-term conservative experiment. The book grew out of a large project studying the changing patterns of opportunities for white and minority youths growing up in five of the nation's urban communities, but primarily focusing on data from Atlanta (Georgia), a city with a booming economy, strong black elected leadership, and many highly educated blacks. The study's findings indicate that the following are true: (1) serious racial barriers remain; (2) the market cannot itself solve the social economic and educational problems of urban America; (3) opportunities were greater for the poor in the less conservative 1970s; (4) black control of government and education cannot solve these problems; (5) blacks must have access to opportunities in suburban areas; and (6) residential segregation has profound impacts. The following are the titles of the eight chapters: (1) "Opportunity in Metropolitan Atlanta: Going Backward in the 1980s"; (2) "Shattered Dreams"; (3) "Metropolitan Atlanta: Economic Boom and Growing Inequality"; (4) "Housing and Opportunity"; (5) "High Schools"; (6) "Declining Black Access to College"; (7) "Job Training"; and (8) "The Lessons of Atlanta: An Agenda for Urban Racial Equality in the 1990s". Included are 194 references. (JB)

ED 342 868 UD 028 577

Carrera, John Willshire
Immigrant Students: Their Legal Right of Access to Public Schools. A Guide for Advocates and Educators.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 69p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; *Child Advocacy; Civil Rights; Court Litigation; Educational Discrimination; Educational Supply; Elementary Secondary Education; Enrollment; Equal Education; Free Education; *Immigrants; *Minority Group Children; Parent Role; *Public Schools; School Policy; *Student Rights
IDENTIFIERS- Supreme Court

This document is a guide to the immigrant student's legal right of access to public schools based on the 1982 United States Supreme Court ruling in "Plyler v. Doe" (457 U.S. 202). Following an introduction, the first of three sections, "School Practices," addresses everyday school practices by outlining prohibited and recommended practices concerning registration, documentation, verification, relations with the Immigration and Naturalization Service, staff training, the need for

DiSiena, Julie
Selecting Stories for Multicultural Art Lessons (Kindergarten-2nd Grade Emphasis).
PUB DATE- 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Appreciation; *Art Education; *Childrens Art; *Creative Expression; Cultural Awareness; *Cultural Influences; *Multicultural Education; Primary Education; *Story Telling
IDENTIFIERS- McDermott (Gerald); Tadjo (Veronique)

Storytelling has cultural roots and this can be employed to teach a culturally pluralistic curriculum. Stories can be selected from a variety of sources and used to match lesson objectives. Criteria for selecting stories should include the authenticity of cultural representation, the amount of cultural information, appropriateness, and the estimated interest of the child. In art education, these stories can be used as a basis for lessons on mask-making, drawing, toy-making, kite-making, origami, oriental brush painting, puppets, patterned quilts, and art history. Examples of stories include "Lord of the Dance" by Veronique Tadjo which explains the intended use of masks in African ceremonies, and "Arrow to the Sun" by Gerald McDermott, a story about American Indians. The most important aspect of verbal and visual storytelling is that students are given opportunities to express their own feelings about the world around them. (KM)

ED 342 712 SO 021 965

Directions: Addressing Art History, Aesthetics, and Art Criticism in Illinois Schools, 1990-1991.
PUB DATE- 90
NOTE- 63p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- *Aesthetic Education; *Art Criticism; *Art Education; *Art History; Elementary Secondary Education; Higher Education; Teaching Methods; Units of Study
IDENTIFIERS- *Illinois

This publication includes descriptions of arts programs, units of study, lesson plans, and course outlines submitted by Illinois arts teachers who answered the invitation to document their successful approaches to art edication. This compilation was not designed to be prescriptive, but to be representative of activities in Illinois. The articles are organized by categories: elementary--"Tempera Batik a la Rousseau" (Louise Hage); junior high/middle school--"Linear Perspective in the Renaissance" (Marie Samuel) and "Greek Vases: Form and Decoration" (Marie Samuel); secondary, including--"Art To Go" (Margaret K. Zielinski-Spinner); and higher education, including--"Aesthetics without Tears" (Suzanne Cohan-Lange). The material authored by K-12 teachers describes how the art program works at their schools and some elements of what goes on in their classrooms. The articles written by higher education teachers feature suggestions for classroom teachers

Bailey, William J.
First Restructure: Then Empower.
PUB DATE- Nov 91
NOTE- 20p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (16th, Houston, TX, November 22-26, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Board of Education Policy; *Change Strategies; *Decentralization; *Educational Change; Elementary Secondary Education; Faculty Development; Institutional Autonomy; *Organizational Change; Participative Decision Making; Politics of Education; School Based Management; *School Districts
IDENTIFIERS- *Empowerment

Although empowerment is a necessary change in improving education, the typical school system is not organized or governed in a way that encourages significant change. Educational systems need to be restructured to achieve decentralization in order for organizations to be ready for changes like empowerment. The current structure encourages dependency, hot spots, end run syndrome, pockets of isolation, micromanagement, squeaky wheel syndrome, generalization, and goal displacement. Restructuring means decentralization followed by professionalism and then empowerment. It requires rethinking and a shift in paradigms. Decentralization of school systems creates smaller units capable of adopting new ideas and moving with socioeconomic trends because they are more mobile. It allows staff development to become more personalized. School site management is one way to decentralize. A good way to empower teachers and still provide a quality control system is to develop work teams of three, four, or five teachers with common interests. However, such groups will not succeed unless there is careful planning about how they will make decisions. The uses and advantages of various categories of decision making (authority rule without discussion; expert experience; average of members' opinions; authority rule after discussion; majority control; consensus; and the nominal method) are discussed. (17 references). (SM)

ED 342 731 SP 033 587

Cole, Donna J.
The Developing Professional: Process and Product Portfolios.
PUB DATE- Feb 92
NOTE- 34p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992). Original printed on colored stock.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; College Students; Conceptual Tempo; Educational Change; Elementary Secondary Education; *Evaluation Methods; Higher Education; Models; *Portfolios (Background Materials); *Preservice Teacher Education; Student Development; *Student Evaluation; Thinking Skills
IDENTIFIERS- Central State University OH; *Reflective Writing; University of Dayton OH; *Wright State University OH

information about AIDS; a general overview of sexually transmitted diseases; sexual decision making; and social issues related to AIDS. Appendices include a vocabulary quiz, an AIDS quiz, several overhead pages, an AIDS fact sheet, a values vocabulary sheet, and a list of print and audio-visual resources (20 items). (IAH)

ED 342 751 SP 033 630

Belanger, Joe
Teacher as Researcher: Roles and Expectations. An Annotated Bibliography.
PUB DATE- Feb 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; *Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; Literature Reviews; *Teacher Role
IDENTIFIERS- British Columbia; *Teacher Researchers

The teacher-researcher has assumed many roles ranging from research assistant through collaborator to research director. The benefits of teacher research include the political (it is a vehicle for the empowerment of teachers), the practical (teachers are in the best position to verify which methods work best), and professional growth (they are reflective practitioners in control of their own learning). This annotated bibliography also addresses such issues as research expertise, credibility, conflicts, and sharing findings, and cites books and articles presenting detailed advice for teachers wishing to carry out systematic research. (Author/IAH)

ED 342 752 SP 033 635

Barker, Bruce O.; And Others
A National Study To Assess Payments and Benefits to Cooperating Teachers Working with Teacher Training Programs.
PUB DATE- Feb 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Incentives; Preservice Teacher Education; Rewards; Schools of Education; State Departments of Education; *Student Teaching; *Teacher Salaries

The major purpose of this study was to find out how much money colleges and universities pay public school cooperating teachers who supervise student teachers, education students' early field experiences, or pre-student teaching. Two secondary purposes were to determine what other incentives, besides monetary remuneration, are granted and the role that state offices of education play in rewarding cooperating teachers. In a national survey, questionnaires were sents to 715 deans/directors of collegiate teacher training programs; data were collected from 404 colleges and universities. In addition, 46 state departments of education had been reached via

However, it appears that little guidance was provided to them about what mentoring involved and about the various roles mentors can play. Participants consistently emphasized the need for more guidance, in the form of written guidelines, orientations, or brief training sessions for mentors. Most participants defined the primary roles of a mentor as a provider of emotional support and of assistance with logistical matters. (IAH)

ED 342 772 SP 033 664

Teaching Teachers: Facts and Figures. RATE V: Research About Teacher Educaton Project.
PUB DATE- 92
NOTE- 58p.; A product of the Research About Teacher Education (RATE) project.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Academic Deans; *Administrator Attitudes; Department Heads; Educational Change; Elementary Secondary Education; Governance; Higher Education; *Institutional Characteristics; Leadership; Longitudinal Studies; Program Attitudes; *Schools of Education; *Teacher Attitudes; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Research about Teacher Education Project

The Research About Teacher Education (RATE) project, a longitudinal study ongoing since 1985, constitutes an effort to establish a reliable database about teacher education, and to provide descriptive information about programs, students, and faculty. The focus of this report is on leadership (department chairs and deans) in schools, colleges, and departments of education (SCDEs). Data reported here were taken from institutional, administrator, and faculty questionnaires. The publication is organized into six sections: (1) introduction and methodololgy; (2) institutional characteristics; (3) deans and chairs of education--self-reports of background and role; (4) education faculty and their perceptions of leadership in SCDEs; (5) deans' and chairs' perceptions of governance, influence, and change in SCDEs; and (6) a summary. An extensive list of tables and figures is included. Appendices describe the RATE research team and participating institutions in the 1990 RATE V survey. (LL)

ED 342 773 SP 033 665

Why Excellence in Teacher Education? Conversations with Policymakers and Education Leaders. Advancing the Agenda for Teacher Education in a Democracy. Comments on Goodlad's "Teachers for Our Nation's Schools." Exxon Education Foundation Forum (Washington, D.C., November 13-14, 1990).
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Feb 92
NOTE- 41p.; For related documents, see ED 335 302-305.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; College School Cooperation; *Educational Policy; Elementary Secondary Education; *Excellence in Education; Higher Education; *Leadership Responsibility; Schools of Education; Teacher Certification; *Teacher Education Programs; Teacher Effectiveness; *Teaching (Occupation)

caused by sampling error and reduction of the size of the error variance of the analysis. The adjustment of the means is done to reduce bias that may be caused by the differences. This hoped-for increase in power is a major advantage of ANCOVA. However, the inappropriate use of ANCOVA appears to be the rule rather than the exception. This paper explains the homogeneity of regression assumption and why it is so important to evaluate this assumption before conducting an ANCOVA. Small heuristic data sets (3 groups of 12 entries each for intelligence quotient and achievement) are used to make the discussion concrete. Three tables present the data sets, and five figures illustrate their application. A seven-item list of references is included. (SLD)

ED 342 792 TM 017 950

Annual Educational Summary 1989-90: Statistical and Financial Summary of Education in New York State for the Year Ending June 30, 1990.
PUB DATE- 91
NOTE- 239p.; Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment; Expenditures; Higher Education; Libraries; Professional Education; *Public Schools; School Districts; School Personnel; *School Statistics; School Support; *State Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- *New York

Pertinent statistics on education in New York State for 1989-90 and trends for earlier years are provided. Emphasis is on summary tables and figures, but details for separate school districts are provided in tables appearing in Appendix A (Tables 56 through 69). Information is reported for elementary schools and secondary schools, higher and professional education, libraries, and special programs. Unless otherwise specified, information was obtained from the New York State Information Center on Education. Elementary school and secondary school enrollment in 1989-90 continued a downward trend since 1987-88. Although numbers of students and graduates declined by roughly 50,000 over the period, revenues and expenditures for public schools increased somewhat. College enrollments and degrees conferred increased over the 3 years. The following chapters provide data in 55 tables: (1) statistical highlights of 1989-90; (2) public elementary and secondary schools, classrooms, and staff; (3) public elementary and secondary school students; (4) finances of public elementary and secondary schools; (5) non-public schools, enrollment, and staff; (6) colleges and universities; and (7) special services of the state education department. Appendix A contains an additional 15 tables, and Appendix B contains definitions of public school expenditure and revenue categories. (SLD)

ED 342 793 TM 017 951

Diploma Examinations Program, Annual Report: 1990-91 School Year.
PUB DATE- 91
NOTE- 188p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

*Educational Assessment; Educational Change; Educational Improvement; Elementary Secondary Education; Problem Solving; Scores; Standardized Tests; State Legislation; *State Programs; *Student Evaluation; *Testing Problems; Testing Programs
IDENTIFIERS- Alternatives to Standardized Testing; Authentic Assessment; *Georgia; *Reform Efforts

Shortcomings in the current student assessment program in Georgia are identified, proposed revisions are described, and additional changes are recommended. Georgia educators have complained that curricula place too much emphasis on basic skills, to the detriment of subjects like science and social studies. Reform legislation in Georgia has increased the stakes in testing, putting teachers and administrators under great pressure to demonstrate high student scores. The Georgia Assessment Program will be changed to give fewer, but more difficult, tests; to test four grades instead of nine; and to measure science, social studies, health, and writing in addition to reading and mathematics. Advanced problem-solving tasks will be measured along with fundamental tasks. The largest problem with the assessment program is its use as a method to hold local educators accountable, a circumstance that can result in teaching to the test. If student assessment in Georgia is to improve, state leadership must encourage the development of authentic assessments to use along with standardized measures. Professional development is also needed to increase teachers' understanding of measurement techniques. Both educators and citizens need to understand more effective ways to evaluate student performance in Georgia schools. A 10-item list of references is included. (SLD)

ED 342 812 TM 017 993

1991 Report Card: The State of School Systems in North Carolina.
PUB DATE- Jan 92
NOTE- 536p.
LANGUAGE- English
EDRS Price- EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accreditation (Institutions); Achievement Tests; Community Characteristics; Comparative Analysis; *Educational Quality; Elementary Secondary Education; Institutional Characteristics; *Outcomes of Education; *Public Schools; *School Districts; State Legislation; State Programs; State Standards; *State Surveys; Statistical Data; Tables (Data); Testing Programs; Test Results
IDENTIFIERS- *North Carolina

This document is the second annual report to North Carolina educators, policy makers, and the public on the performance of each of the state's local public school systems primarily in terms of outcomes of education based on student achievement. Information in the Report Card makes it possible to compare: (1) current levels of performance with those of previous years; (2) one school system in relation to others; (3) a school system and similar systems; and (4) performance in relation to standards established by the state for all systems. Information on each system is outlined in five sections. The first two sections, on School System Characteristics and Community Characteristics, summarize the context in which the system operates. The next two sections display information related to student achievement on a variety of measures; i.e., the Student Performance section gives test results for nationally normed tests and those developed specifically for North Carolina, and the Achievement section summarizes test scores for overall and affirmative action policies. (JB)

ED 342 830 UD 028 273

Nakagawa, Mako
A Call for Cooperative Pluralism from Me to We.
PUB DATE- Jan 91
NOTE- 26p.; One chart contains small, blurred print. Cover title varies slightly.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Cooperative Learning; Cross Cultural Training; *Cultural Awareness; Cultural Interrelationships; *Cultural Pluralism; Definitions; Educational Philosophy; Elementary Education; Intercultural Communication; *Multicultural Education; Resource Materials; Urban Education
IDENTIFIERS- Washington Office of Superintendent of Pub Instr

This collection of training materials describes an educational philosophy for elementary level instruction called cooperative pluralism. This approach complements and strengthens traditional multicultural educational approaches while blending them with cooperative learning and democratic education. The following materials are included: (1) brief comments on cooperative pluralism by distinguished experts; (2) a glossary; (3) a definition of cooperative pluralism; (4) a description of the approach and practical strategies for implementation for teachers; (5) an essay on the meaning of culture; (6) the text of a letter written by an American Indian upon learning that the United States wished to purchase tribal lands; (7) a one page comparison of Western and Asian culture; and (8) a letter from a principal to teachers on the aims of education. The following materials are appended: (1) a diagram of Lake Washington School District Curriculum Model; (2) a "Core Skills Continuum"; (3) definitions of five key terms; (4) a diagram of the Bainbridge Island School District's cooperative pluralism curriculum; (5) a letter from a non-Anglo mother to an Anglo teacher; (6) an order form for a poetry book; (7) a training evaluation form; and (8) an advertisement for multicultural teaching aios. (JB)

ED 342 831 UD 028 345

Kallembach, Sheri C., Comp.; And Others
Selected Vocational Preparation Resources for Serving Urban Youth and Adults with Special Needs.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Aug 91
NOTE- 59p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Vocational Education; Annotated Bibliographies; Community Organizations; Economically Disadvantaged; Educational Change; Educationally Disadvantaged; Minority Groups; Newsletters; Postsecondary Education; *Publications; *Resource Materials; Secondary Education;

children; (4) a description of federal regulations about the distribution of McKinney funds; (5) an outline of the New Hampshire school lunch program; and (6) the inservice workshop request form for schools. (SLD)

ED 342 849 UD 028 553

Stager, John; And Others
Teacher Support Teams: Meeting the Challenge of At-Risk Students in Regular Education. Structuring Schools for Student Success.
PUB DATE- Feb 90
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counselor Teacher Cooperation; *Disadvantaged Youth; Early Intervention; Elementary Secondary Education; *High Risk Students; *Identification; Parent Participation; Parent Teacher Cooperation; Policy Formation; Program Design; *Program Implementation; *State Programs; Symptoms (Individual Disorders); Teacher Administrator Relationship; Teacher Role; Team Teaching
IDENTIFIERS- *Massachusetts; *Teacher Support Groups

This report outlines the overall design and implementation of Teacher Support Teams (TSTs), a concept developed under the auspices of the Massachusetts Board of Education to help administrators, teachers, and other school personnel and parents to identify at-risk students in regular education. TSTs, developed at individual schools and incorporating the characteristics of individual schools, can help to manage classrooms with diverse student needs. TSTs should incorporate the following critical elements: (1) clearly established policies and procedures with the active involvement of parents, staff, and students; (2) creation of a process whereby teachers and at-risk students meet regularly with the TST; (3) communication of the TST process to parents on a regular basis; (4) communication with parents to build alliances; (5) inservice training for all staff on the TST process and function; (6) regular TST meetings to discuss key issues; (7) follow-up procedures for teachers to contact TST members; (8) planned evaluation of the TST process for each student participating; and (9) support for the local design of the TST. Included is the regulation establishing TSTs, a 10-item bibliography, and lists of members of the prereferral activities team and the Associate Commissioner's Action Group. (JB)

ED 342 850 UD 028 555

Weissbourd, Richard
Making the System Work for Poor Children.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Nov 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Children; Comprehensive Programs; Delivery Systems; *Disadvantaged Youth; *Economically Disadvantaged; Family Programs; Family Role; Futures (of Society); *Human Services; Intervention; *Poverty; Prevention; Program Effectiveness; *Public Policy; Urban Problems

regulations and rumor control, along with recommended actions for state and local election agencies. The second section, "The Right of Access," addresses the Plyler ruling itself and the legal reasoning behind it. The third section, "Parents and Advocates," addresses the role of parents and community members in insuring that schools abide by and respect the Plyler rights of immigrant students. This section contains supplements on foreign student status and relevant search and seizure legislation written to provide more in-depth legal information. In certain parts of the first two sections, statements of principles address the specific issues at hand, while a later portion of the text presents the legal justification of the principle. This format enables readers to choose the level of analysis they wish to pursue. Included is a table of cases, endnotes, an appendix of sample materials, and an eight-item bibliography. (JB)

ED 342 869   UD 028 579

Delgado, Melvin; Rodriquez-Andrew, Sylvia
Alcohol and Other Drug Use among Hispanic Youth. OSAP Technical Report--4.
PUB DATE- 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Community Role; Demonstration Programs; *Drug Abuse; Economically Disadvantaged; *Federal Programs; *Hispanic Americans; Incidence; Literature Reviews; Prevention; Program Evaluation; Program Implementation; Research Projects; Sex Differences; *Youth Problems

This document presents a review of the literature on the nature of alcohol and other drug problems among Hispanic American youth, analyzes a series of programs funded by the Office for Substance Abuse Prevention (OSAP) for Hispanic Americans, and presents the results of an evaluation of those programs. The section reviewing literature on drug abuse among Hispanic American youth notes the lack of reliable information on this population and the shortcomings of the available studies. However, the report does note the following: (1) adolescent Spanish Americans represent the third largest group of drinkers; (2) Hispanic American female adolescents have low rates of drug use; (3) there are important gender differences in drug use; (4) drug use increases with age; and (5) recent data show lower rates of use among Hispanic Americans as compared to Anglo Americans. The report emphasizes the importance of Hispanic culture in any analysis of services for Hispanic Americans. The study of OSAP demonstration projects resulted in the following findings: (1) most projects identified at-risk youth from diverse sources; (2) most focused on the economically disadvantaged; (3) the projects used a variety of approaches; (4) nearly half are developing specialized curriculum; (5) many positive outcomes were anticipated; (6) outreach to the community was a prominent part of most programming; and (7) similar implementation problems arose across programs. Included are four tables, two graphs, recommendations, a copy of the site visit evaluation questionnaire, and 78 references. (JB)

ED 342 870   UD 028 580

Dianda, Marcella R.

and descriptions of what is taught to prospective art educators. (DB)

ED 342 713 SO 022 030

United States and New York State History, Grade 7. A Multicultural Perspective. Volume I.
PUB DATE- 90
NOTE- 358p.; For volumes containing units 3-4 and 5-6, see SO 022 031-032.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; Educational Resources; Global Approach; *Grade 7; Junior High Schools; *Learning Activities; Minority Groups; *Multicultural Education; Social History; Social Studies; *State History; Teaching Methods; *United States History
IDENTIFIERS- *New York

This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the first two units of the six unit syllabus. Unit 1 is titled "The Global Heritage of the American People"; Unit 2 is titled "European Exploration and Colonization of the Americas." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, background, major ideas, concepts, performance objectives, development, and worksheets. When a learning activity objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in Unit 1 include "What are the origins of the first Americans?" and "How did the Incas attempt to solve their social and economic problems?" Examples of activities featured in Unit 2 include "How did Columbus's voyage pave the way for the European settlement of the Americas?" and "To what degree were democratic ideals advanced in the American Colonies?" A lengthy bibliography is included at the end of each unit. (DB)

ED 342 714 SO 022 031

United States and New York State History: Grade 7. A Multicultural Perspective. Volume II.
PUB DATE- 90
NOTE- 327p.; For volumes containing units 1-2 and 5-6, see SO 022 030-032.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

This paper discusses portfolios as an evaluative process in teacher education, noting that although there has been significant curriculum change over the years, yet little change has occurred in student evaluation methods. For schools to demonstrate improvement, new and creative evaluation measures are needed. Portfolios provide a chance to create assessment change within schools. They store evidence of knowledge, skills, and attitude. They document performance based on multiple sources of evidence collected over time in authentic settings. Portfolio have been used in various states and school districts. In Ohio, preservice teachers begin portfolios at the start of the teacher education program to document their growth and content mastery over the years. The article discusses the forms portfolios can take and explains the importance of reflective writing in portfolios. It describes the development of portfolios in an Ohio teacher education program, noting how portfolio evidences are displayed, how entries are structured, how portfolios are assessed, and the advantages of portfolios over other assessment methods. Two appendices offer a Wright State University (Ohio) portfolio assignment and a description of portfolio scoring criteria. (SM)

ED 342 732 SP 033 588

Biddle, James
Portfolio Development in Teacher Education and Educational Leadership.
PUB DATE- Feb 92
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992). Original printed on colored stock.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Cognitive Style; College Students; Conceptual Tempo; Educational Change; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Institutional Cooperation; Mentors; Models; *Portfolios (Background Materials); Preservice Teacher Education; Student Development; *Student Evaluation; *Student Teacher Evaluation; Thinking Skills
IDENTIFIERS- Central State University OH; *Reflective Writing; University of Dayton OH; Wright State University OH

The Ohio Consortium for Portfolio Development was established in 1988 as an interinstitutional research effort to integrate portfolio development into teacher education. A subphase focused on portfolio use by entry year teachers in a metropolitan school system. Personnel at Wright State University, Central State University, and the University of Dayton agreed to employ some of the same elements in portfolio development, though the approaches differed among themselves to some degree. The paper examines each program's experience with portfolio development, noting limitations and strengths, and presents tentative findings as of January 1992. These findings indicate strong student support for portfolio development commencing with the initial education course. Evidence also suggests that portfolios help in developing classroom management skills, content pedagogy, command of subject matter, student-specific pedagogy, and professional responsibility. The results indicate a need for further research relative to administrative uses for staff recruitment, selection, and development. (SM)

telephone survey to date. Results indicate that 70.8 percent of the responding institutions pay an honorarium to cooperating teachers who supervise student teachers. The average amount is $112.00 per student teacher. Only 11.6 percent of the responding institutions paid cooperating teachers who supervise pre-student teachers in their early field experiences. The average payment is $59.00. Additionally, 24 percent of the institutions grant tuition waivers to cooperating teachers, and nearly 30 percent offer additional incentives such as tickets to college/university activities, library cards, parking passes, and use of recreational facilities. (IAH)

ED 342 753   SP 033 638

Kemp, Leroy
Levels of Cognitive Complexity and Writing Competence among Afro-American Freshmen, Sophomores, and Juniors Preservice Teachers.
PUB DATE- 92
NOTE- 30p.; The three writing samples included are handwritten and may present reproducibility problems.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Cognitive Structures; College Freshmen; College Juniors; College Sophomores; *Concept Formation; *Essays; Evaluation Criteria; *Field Experience Programs; Higher Education; *Preservice Teacher Education; Pretests Posttests; Student Attitudes; Writing Ability

This study examined the use of writing as an instructional methodology for enhancing Afro-American preservice teachers' knowledge of and attitudes towards teaching during their year-long field practicum experience. Data are presented relative to the interrelatedness of writing competence and cognitive complexity. Subjects (n=81) included 27 freshmen, 27 sophomores, and 27 juniors. During the first 2 weeks of the fall semester, participants responded to a pre-test essay that required an explanation of the student's concept of teaching. A posttest essay, administered at the end of the spring semester, required the preservice teacher to select either assertive discipline or logical consequence discipline as the better way to establish and maintain positive classroom ambiance. The writing samples were analyzed using writing and cognitive complexity evaluation criteria. Results suggest that writing and complexity are qualitatively related, with writing competence improving toward the adequate criteria. The use of writing served to clarify ways in which knowledge, skills, and attitudes toward teaching are acquired. (LL)

ED 342 754   SP 033 639

Little, Judith Warren
The Compressed Curriculum: Compromises of Purpose and Content in Secondary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; College Bound Students; Comprehensive Programs; High Schools; *Integrated Curriculum;

IDENTIFIERS- *Goodlad (John I); *Reform Efforts; University of Wyoming

The focus of these forum proceedings is education reform and the power that teachers hold to shape lives. Questions addressed by attendees included: Why the simultaneous renewal of schools and schools of education? How do we achieve reform? How do we assure the implementation of John Goodlad's agenda for change outlined in "Teachers for Our Nation's Schools?" What strategies must business leaders and school leaders take to implement change? What about the strategies for higher education leaders and state leaders? What is the next step? The booklet is organized into two parts. The first, "Education Reform versus Reality," reports on teacher education as a national problem and on Goodlad's book, "Teachers for our Nation's Schools." This part also includes a conversation with Goodlad. Part II, "The Dimensions of Change," examines: the relationship between teacher education reform and school reform; the higher education connection--a center of pedagogy; greater accountability for teacher education; current debate over licensing teachers; the federal/state contexts; and working toward collaborative dialogue. This section also features "Spotlight on Wyoming: Goodlad's Postulates at Work." The conclusion suggests steps to take next. (LL)

ED 342 774 SP 033 666

Neufeld, Barbara; Boris-Schacter, Sheryl

Professional Development Schools in Massachusetts: Maintenance and Growth.

SPONS. AGENCY- Ford Foundation, New York, N.Y. Education and Research Div.

PUB DATE- Jun 91

NOTE- 102p.; For a related document, see ED 341 649.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; Collegiality; Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; *Program Implementation; School Organization; *Student Teachers; Student Teacher Supervisors

IDENTIFIERS- *Experienced Teachers; Massachusetts; *Professional Development Schools

This report focuses on three professional development school (PDS) programs in Massachusetts. The PDS collaborative programs involve the following partners: East Longmeadow High School and University of Massachusetts at Amherst; Devotion School (Brookline) and Wheelock College; and Coolidge Elementary School (Shrewsbury) and Anna Maria College. Descriptions are given of each program, followed by a discussion of issues associated with: (1) developing and implementing the teacher education content of the PDS programs; (2) expanding the number of participating schools and individuals; and (3) developing the organizational and management capacities necessary to sustain the programs. The report emphasizes that none of the programs described could as yet be considered an actual PDS because of the limited impact each has had on the total school structure and operation. (IAH)

ED 342 775 SP 033 667

Fain, Gerald S.

Ethics in Health, Physical Education, Recreation, and Dance. ERIC

Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Ethnic Groups; Females; Foreign Countries; *Grade 12; *Graduation Requirements; High Schools; *High School Seniors; Males; Minority Groups; Questionnaires; Sex Differences; Student Evaluation; *Testing Programs; Test Results
IDENTIFIERS- Alberta; *Alberta Grade Twelve Diploma Examinations; *Exit Examinations; Provincial Examinations

The Grade 12 Diploma Examinations Program of the Alberta (Canada) schools has three main purposes: to certify the level of individual student achievement in selected grade-12 courses; to ensure that province-wide standards of achievement are maintained; and to report individual and group results. Eight grade-12 courses have diploma examinations (five are available in French translations). Examinations are administered in January, June, and August of each school year. This report continues the practice of combining information for the entire year and showing student performance for all three examination sittings. In most courses, students maintained good performance, although performance in mathematics was disappointing. While school-awarded grades of female students are similar to, or higher than, those of males, achievement of females on most diploma examinations is below that of males. Approximately 69% of students who wrote diploma examinations finished high school within 3 years without rewriting a diploma examination. Students who repeated a course before rewriting an examination were most likely to improve their marks. This report includes a description of the program, a summary of results, a summary of results by gender, a summary of results for population subgroups, paths through high school, achievement over time, and annual summary statements of examiners for the subject areas. Thirty-five figures and 33 tables are provided. Four appendices provide supplemental information. A questionnaire is included to elicit reader response to the report. (SLD)

ED 342 794 TM 017 952

Lissitz, Robert W.
Assessment of Student Performance and Attitude: St. Louis Metropolitan Area Court Ordered Desegregation Effort. Report Submitted to: Voluntary Interdistrict Coordinating Council.
SPONS. AGENCY- Voluntary Interdistrict Coordinating Council, St. Louis, MO.
PUB DATE- Jan 92
NOTE- 335p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Black Students; Data Collection; *Desegregation Effects; *Elementary School Students; Elementary Secondary Education; Evaluation Methods; Magnet Schools; Research Design; School Desegregation; *Secondary School Students; *Student Attitudes; Student Evaluation; Suburban Schools; Transfer Programs; Urban Schools
IDENTIFIERS- Missouri (Saint Louis); *Saint Louis City School District MO

This report summarizes an assessment effort that began in the summer of 1990 and completed its first year in the summer of 1991. It is the initial stage of a longitudinal study that focuses on the academic achievement and attitudes of students in the St. Louis (Missouri) metropolitan court-ordered

comparisons. Finally, the State Accreditation Status section presents the system's actual performance in relation to state accreditation standards for 1990-91. A page of notes provides information to help interpret the tables. (SLD)

ED 342 813 TM 017 994

Riley, Stanley
RIBLS: Riley Inventory of Basic Learning Skills Manual.
PUB DATE- 92
NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Adults; Basic Skills; *Children; *Cognitive Tests; Educational Assessment; *Learning Processes; Raw Scores; Scaling; Scoring; Test Interpretation; Test Manuals; *Test Use
IDENTIFIERS- *Riley Inventory of Basic Learning Skills

The Riley Inventory of Basic Learning Skills (RIBLS) is a group test that assesses 12 learning process skills in 5 general modalities (visual, auditory, verbal, kinesthetic, and abstract). The RIBLS is intended for administration to groups or individuals from age 6 to adulthood in two levels: a lower level for those who cannot read or are under age 8, and an upper level for those 8 years and older who can read and follow simple test directions. This manual gives examiners the necessary information to administer all parts of the RIBLS. It can be administered and scored with no specialized training, although practice in administering and scoring the test under guidance of an experienced person is strongly recommended. Interpreting the profile should be performed by those with training or experience in educational measurement. Twelve tables of subtest means and standard deviations and 16 tables for conversion of raw scores to scaled scores are included. A seven-item bibliography is provided. Also included are specimen sets for the two test levels. (SLD)

ED 342 814 TM 017 995

Webster, Raymond E.
LET-II: Learning Efficiency Test (1992 Revision). Manual.
PUB DATE- 92
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Adults; Auditory Tests; *Children; *Cognitive Tests; *Diagnostic Tests; Evaluation Methods; Learning Disabilities; *Memory; Raw Scores; Remedial Instruction; Scoring; Test Manuals; Test Use
IDENTIFIERS- *Learning Efficiency Test II; Visual Tests

The Learning Efficiency Test-II (LET-II) is an expanded version of the LET (R. E. Webster, 1981), which is individually administered to persons with suspected learning difficulties or memory impairments. The norms have been expanded to include ages 5 through 75 years and older, with the norm tables in 1-year intervals between ages 5 and 15 years. The LET-II provides

*Special Needs Students; *Urban Schools; Urban Youth;
*Vocational Education; Vocational Schools

This document is a resource guide intended to assist those serving urban youth and adults in vocational education. The first section lists field-representative publications in the areas of urban education reform, dropout prevention, teen parents, transitions, and support services/programs for adults; general literature; and additional resources. Each of these listings includes the authors, publication date, title, author affiliation, abstract describing the publication, and information about where to obtain the publication. A section on newsletters lists 13 publications, with the contact person, address, telephone number, and abstract provided for each. The journals section lists four journals and provides the address, contact person, telephone number, and abstract of each. Another section lists the titles, directors, addresses, and abstracts of 14 agencies, associations, and organizations generally acting as information exchange sources. Also included are sections listing centers for educational information and services, clearinghouses, computer-based information networks, and databases. (JB)

ED 342 832 UD 028 352

Hernandez, Aileen C.
National Women of Color Organizations: A Report to the Ford Foundation.
PUB DATE- 91
NOTE- 59p.; A product of the Women's Program Forum.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Asian Americans; Black Organizations; *Blacks; Cultural Awareness; Employment Opportunities; Ethnic Groups; *Females; *Hispanic Americans; Minority Groups; *National Organizations; National Surveys; Organizational Objectives; Pacific Americans; Professional Associations; Sororities
IDENTIFIERS- African Americans; *Womens Organizations

A survey was done in 1987 of national organizations of women of color, their leaders, their organizations, and the issues they were confronting. The survey was conducted through questionnaires to all and on-site visits to a few of the women of color organizations. A return for verification of information in 1991 found that all but a few were still in operation. The survey found that although the group experiences differed historically, some priorities common to all included leadership development, employment opportunities, improved education, strengthening of the family, and economic development as well as a desire to reaffirm the strength and value of their own cultures, and to gain political, social, and economic empowerment. The document presents the survey findings through a chapter on each of the following ethnic groups: (1) Asian Pacific American women; (2) African American women; (3) Hispanic American women; and (4) Native American women. Also included is a list of the 23 organizations that responded to the survey and extensive portraits of each institution, which touch on organizational history, staffing, publications, dues, goals, constituency, base of support, and issues of primary interest. A final section presents survey responses for each of the 23 organizations surveyed. (JB)

This paper, developed from the discussions of the Executive Session on Making the System Work for Poor Children, describes why the current human service system is failing to help many poor children, and maps out the dimensions of a system that could greatly improve these children's prospects. The argument is made that the current system's problems arise because services are driven by legislative, funding, professional, and bureaucratic requirements rather than by the needs of children and families themselves. The alternative proposed by this report, which takes as its starting point the interwoven needs of children and families, is undergirded by the following five principles: (1) prevention; (2) comprehensiveness; (3) continuity; (4) effective accountability; and (5) enhancing the dignity and authority of families. In addition, the report describes several promising programs that operate with considerable freedom (e.g., the Home Based Guidance program in New York and the Intensive Family Services program in Maryland). Also called for are new and better ways of measuring program effectiveness and of holding administrators and workers accountable. Finally, the report makes the case that communities of differing political persuasions can give vulnerable children ladders into productive adult life. The names and addresses of the participants who developed the report are included. (JB)

ED 342 851 UD 028 556

Davidson, Mary
A Strategy for Monitoring Desegregation Implementation in the Chicago Public Schools (Fiscal Years 1983-1986).
PUB DATE- May 83
NOTE- 16p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Desegregation Plans; Educational Finance; *Educational Planning; Elementary Secondary Education; *Equal Education; Evaluation Criteria; Evaluation Methods; Expenditures; Minority Groups; *Program Implementation; *School Desegregation; School Districts; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Monitoring

A Desegregation Commission's monitoring strategy is described. It addresses the goal of gathering and evaluating information in order to assure the constitutionally guaranteed educational equity in the Chicago (Illinois) Public Schools under that system's desegregation plan. The monitoring strategy would focus on the following five areas: (1) fiscal equity in allocation and expenditure patterns across categories of schools designated in the desegregation plan; (2) experiences and consequences of implementing a voluntary transfer policy; (3) perceptions and expectations of critical actors in the local school action system; (4) monthly and quarterly reviews of core monitoring indicators; and (5) test data and achievement scores by minority status. The strategy will also include consultation with relevant Board of Education staff. The Monitoring Commission will prepare a series of reports for members of the Board of Education. The system superintendent, and the general public. The following main sections of the paper describe the Commission's plan: (1) areas of inquiry; (2) design and data sources; (3) anticipated products; (4) a tentative work plan; (5) a supplementary budget for the first year; and (6) a projected budget for the second year of operation. (JB)

New Teachers in California's Language-Diverse Metropolitan Classrooms: Findings From an Initial Study.
PUB DATE- Oct 91
NOTE- 19p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Bilingual Education; *Elementary School Teachers; English (Second Language); Immigrants; Language Skills; *Limited English Speaking; Minority Groups; Public School Teachers; School Demography; *Secondary School Teachers; Teacher Education; *Teacher Evaluation; Teacher Orientation; Teaching Experience; Urban Schools
IDENTIFIERS- California; *Language Diversity

A study was done of novice teachers in California's public education system to examine how well they function in the language diverse metropolitan classrooms. Fall and Spring surveys were administered to 1,368 new teachers, and Spring surveys were administered to the directors of induction projects in which the new teachers participated. Findings confirm the gap that exists between the racial, ethnic, and linguistic diversity of the new teachers and that of their students. The new teachers were less diverse than the students they teach, and very few of the teachers held teaching credentials or certificates that qualified them to teach in language-diverse classrooms. Although most of the teachers had had some preservice and college training relating to teaching in diverse classrooms, only a few rated that training has prepared them well for such assignments. The teachers reported that training did not focus on specific instructional strategies. Training during the initial teaching years focused on five key areas: (1) understanding and use of students' native language; (2) promoting students' English language development; (3) adapting curriculum and instruction to meet diverse students' needs; (4) promoting student interaction; and (5) conducting outreach to students' parents. Included are five tables and 14 references. (JB)

ED 342 871   UD 028 581

McMillen, Marilyn
Eighth to Tenth Grade Dropouts. Statistics in Brief.
PUB DATE- Jan 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; *Grade 8; *Grade 9; *Grade 10; Graphs; Longitudinal Studies; Minority Groups; National Surveys; Private Schools; Public Schools; Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; *Statistical Data; Student Characteristics
IDENTIFIERS- *National Education Longitudinal Study 1988

This report presents data from the 1988 National Education Longitudinal Study (NELS:88), which started with an eighth grade cohort and aimed to provide data on dropout experiences as students made the transition into high school and to examine the contextual school and family factors associated with dropping out. The report offers extensive explanation of the parameters of the study, the survey methodology, and the data reliability. In particular, the NELS:88 baseline comprised a national probability sample (24,599 students) of all regular

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Curriculum Development; Educational Resources; Global Approach; *Grade 7; Junior High Schools; *Learning Activities; Minority Groups; *Multicultural Education; Social History; Social Studies; *State History; Teaching Methods; *United States History

IDENTIFIERS- *New York

This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the third and fourth units of the six unit syllabus. Unit 3 is titled "A Nation is Created"; and Unit 4 is titled "Experiments in Government." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in unit 3 include: "To what extent were the American colonists ready for self-government by the 1750s?: and ""Why were the American Colonists victorious in the revolutionary war?" Examples of activities contained in Unit 4 include, "Why was the Constitution called 'a bundle of compromises'?" and "Is the Constitution flexible enough to meet the challenges of changing times?" A lengthy bibliography is included at the end of each unit. (DB)

ED 342 715 SO 022 032

United States and New York State History, Grade 7. A Multicultural Perspective. Volume III.

PUB DATE- 90

NOTE- 531p.; For volumes containing units 1-2 and 3-4, see SO 022 030-031. did Thomas Jefferson's

LANGUAGE- English

EDRS Price- EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Curriculum Development; Educational Resources; Global Approach; *Grade 7; Junior High Schools; *Learning Activities; Minority Groups; *Multicultural Education; Social History; Social Studies; *State History; Teaching Methods; *United States History

IDENTIFIERS- *New York

This resource guide, designed for use by New York City teachers, provides a wide range of suggested approaches and materials from which teachers can select as they teach the grade 7 and grade 8 course "United States and New York State History." The

ED 342 733 SP 033 590

The New Plymouth Framework for HIV/AIDS Education.
PUB DATE- Apr 91
NOTE- 8p.; Developed by the Sensitive Areas Curriculum Committee.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Standards; Community Involvement; Elementary Secondary Education; Guidelines; *Health Education; Health Promotion; Parent Participation; Program Proposals; *School Districts; *Student Behavior
IDENTIFIERS- *New Plymouth School District ID

A framework is presented for Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) education in elementary and secondary schools. The objective is to enable students to understand the nature of the AIDS epidemic and acquire the knowledge and skills needed to maintain behaviors that eliminate risk of infection. The plan was developed by the New Plymouth (Idaho) school district, a diverse yet conservative community. Broad local participation was solicited to ensure consistency with parental and community values. The document includes sections on: (1) planning and implementing effective school health education about HIV/AIDS; (2) qualifications of teachers at the elementary and secondary levels; (3) the purposes of effective education about HIV/AIDS; and (4) program content categorized in four grade-level ranges--early elementary, late elementary, middle, and senior high school. An epilogue reviews behaviors to be acquired in the program and emphasizes the need for accurate information, appropriate attitudes, and direct action as necessary curriculum components. Two brief paragraphs on curriculum selection and ways of keeping parents informed conclude the document. (LL)

ED 342 734 SP 033 592

Fry, Joan
Activity in the Lifestyles of Adolescent Girls.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Cognitive Ability; Comparative Analysis; *Females; Foreign Countries; *Group Behavior; Health Promotion; High School Students; Life Style; Movement Education; *Physical Activity Level; Physical Health; *Predictor Variables; Secondary Education; Self Esteem
IDENTIFIERS- Australia; Embedded Figures Test; Physical Estimation and Attraction Scales

This study was conducted to determine the significance of physical activity in the lifestyles of a selected group of female adolescents. Two groups of girls in their mid-teens, identified through a pilot study, were operationally defined as activity seekers (N=14) and non-activity seekers (N=14). In order to determine the characteristics of both groups and the extent to which movement played a part in their lifestyles, a series of 8 experimental hypotheses were tested over a period of 18 months. Quantitative and ethnographic data were collected by standardized exercise and psychological tests, inventories and questionnaires, teacher surveys, interviews, and school

Literature Reviews; Noncollege Bound Students; *Special Needs Students; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Dichotomic Analysis; Reform Efforts

This publication analyzes ways in which vocational teachers construct the content and purpose of vocational studies in comprehensive high schools. Data were gathered during a 3-year field study conducted in 5 comprehensive high schools. Findings suggest: (1) schools and teachers accommodate to an "academics first" policy, thereby compromising both academic education and work preparation; (2) an institutional dichotomy exists between college-bound and noncollege-bound students; (3) vocational offerings are valued by administrators and counselors to the extent that they appeal to academically unsuccessful students and relieve some of the burden on the school for remedial work in academic basic skills; (4) nonacademic teachers tend to preserve their jobs by accommodating those students who have the greatest difficulty in conventional academic classes, generally the limited English proficient, special education, and remedial students; (5) the five schools are a long way from proposed reform effort scenarios, which call for integration of academic and vocational education, bring to the fore fundamental questions surrounding the differentiated curriculum, and feed the debate regarding what is basic in the secondary curriculum. (LL)

ED 342 755 SP 033 640

McLaughlin, Milbrey Wallin
What Matters Most in Teachers' Workplace Context?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; *Context Effect; Decision Making; High Schools; Problem Solving; *Quality of Working Life; *Secondary School Teachers; Teacher Attitudes; *Teacher Response; Teacher Student Relationship; *Teaching Conditions
IDENTIFIERS- *Work Values

Teachers' diverse goals for students reflect differences in teachers' conceptions of the teaching task and students' needs. This segment of the teachers' workplace research project (fieldwork and surveys in 16 public and private secondary schools) concentrated on ways in which workplace features generated dissimilar patterns of pedagogical response. The critical finding was that teachers within the same school or department developed different responses to different students depending on the character of their collegial environment. The survey data showed that collegiality indicates more than supportive relationships among teachers; rather, it indicates a professional community with norms of innovation and learning, where teachers are enthusiastic about their work, and where focus is upon devising strategies that enable all students to prosper. Important factors in collegial professional communities are capacity for reflection, feedback, and problem solving. Frustrated teachers in the study all existed in professional communities with powerful norms of privacy. Findings suggest that the school workplace is a physical setting; a formal organization; an employer; and a social and psychological setting in which teachers construct a sense of practice, of professional efficacy, and of professional community. More than any other factor, the nature of the

Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Codes of Ethics; Dance; Elementary Secondary Education; *Ethical Instruction; Ethics; Health; Higher Education; *Moral Values; Occupational Clusters; Physical Education; Professional Continuing Education; Recreation; Specialization; *Values Clarification; Values Education
IDENTIFIERS- ERIC Digests; *Moral Reasoning

This digest addresses the importance to professional practice of ethics and shared values, focusing on the fields of health, physical education, recreation, and dance (HPRD). Practitioners in these fields routinely deal with situations that call upon moral reasoning and the articulation of values such as instruction about personal health, sexual behavior, use of alcohol and tobacco, fair play, and how one spends leisure time. While a unified code of ethics, covering a host of different specialties within HPRD does not exist, specializations share certain fundamental values, such as promotion of cooperative systems for self-expression (e.g., sport as an instrument for cross-cultural understanding), harmony between people and their environments, development of good character, familiarity with ethical concepts, and an interest in moral reflection. These shared values can be fostered in professional preparation and inservice education. Codes of ethics can reflect the moral foundation of professional life, provide an opportunity to instruct beginning practitioners in professional responsibility, and serve as a reminder to those in the field that continued practice is dependent upon compliance with specific expectations held by colleagues. (LL)

ED 342 776   TM 015 548

Wise, John
The New I.S.A.M. (Institutional Self-Assessment Measure): A Planning and Program Improvement Tool for Competency-Based Programs.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 125p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competency Based Education; Educational Assessment; *Educational Planning; Elementary Secondary Education; Guides; *Institutional Evaluation; Program Evaluation; Program Implementation; *Program Improvement; *School Districts; Scoring; *Self Evaluation (Groups)
IDENTIFIERS- *Institutional Self Assessment Measure (CBE)

The Institutional Self-Assessment Measure (ISAM) is presented, which was designed to aid local agency program managers and staff members in planning and improving implementation of desegregation program administered by the Voluntary Interdistrict Coordinating Council. Chapter I is a brief introduction that discusses the initiating court orders, a previous evaluation, and the structure that provided the guidance that resulted in this study. Chapter II discusses the evaluation design and data collection procedures, Chapter III presents the key findings, and Chapter IV contains steps for possible implementation in the next year. Data were collected for students in grades 4, 6, 8, and 10 for students in 16 suburban schools participating in the transfer program and all black students in the integrated, non-integrated, and magnet schools of St. Louis. From the 21 most important findings, several issues are identified. One of the most important is the attitudes of students in the transfer program. Until this study has been replicated over time, firm conclusions cannot be drawn. Nine tables and 16 graphs present study findings. Ten appendices present details about the study methodology and results, student writing samples, and survey forms and contain an additional 155 tables of study results. (SLD)

ED 342 795 TM 017 957

Groenewald, A. C.; Stoker, D. J.
Estimation of Variance in the Case of Complex Samples.
PUB DATE- 90
NOTE- 123p.; M.S. Thesis, University of South Africa. An Afrikaans abstract and an English abstract are included. A product of the Institute for Statistical Research.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equations (Mathematics); *Estimation (Mathematics); Foreign Countries; *Mathematical Models; Probability; *Research Design; Sample Size; *Sampling; Surveys
IDENTIFIERS- Population Parameters; *Variance (Statistical)

In a complex sampling scheme it is desirable to select the primary sampling units (PSUs) without replacement to prevent duplications in the sample. Since the estimation of the sampling variances is more complicated when the PSUs are selected without replacement, L. Kish (1965) recommends that the variance be calculated using the formulas applicable for sampling with replacement. Kish states that this method probably leads to an overestimation of the true variance. This assertion, which is not self-evident, is investigated in this study. If the PSUs are selected in such a way that PSU "i" has a probability pi(sub i) equals nz(sub i) of being included in the sample, the population total is estimated unbiasedly. This is not the case if pi(sub i) is not equal to nz(sub i). For these two cases, various sampling procedures are considered. It is numerically verified that this assertion is true on average regardless of whether or not pi(sub i) equals nz(sub i). A sampling procedure for practical applications is recommended. There are 28 tables in the text and an additional 6 tables in 2 appendices. There is also a 25-item list of references. (Author/SLD)

ED 342 796 TM 017 958

Clark, Burton A.
National Fire Academy Test Technical Manual for the Chemistry of Hazardous Materials Course. Final Exam.
PUB DATE- Oct 90
NOTE- 30p.; The test is not included in this document.

a reliable and valid evaluation of memory characteristics based on performance on visual and auditory memory test. Each modality test is comprised of six subtests measuring ordered and unordered recall, with varying types and degrees of verbal interference. The LET-II can be administered and scored in 10 to 20 minutes. Total summed raw scores can be used to compute standard scores for global memory, visual modality, and auditory modality. This manual contains directions for test administration and scoring, as well as educational and instructional remediation activities for use with persons showing information processing deficits on the LET-II. Five figures illustrate the text, and two case studies include six additional figures. Included are 54 pages of norms and 20 tables of validity and factor analysis data, as well as a 154-item list of references. A specimen set (test sample) is provided. (SLD)

ED 342 815 TM 017 996

Reauthorization of the Office of Educational Research and Improvement Act. Hearing on Examining the Need for a Nationwide Testing System Focusing on Recommendations To Establish National Student Performance Standards before the Subcommittee on Education, Arts, and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, First Session (March 7 and June 13, 1991).
PUB DATE- 91
NOTE- 292p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Comparative Analysis; *Educational Assessment; Educational Legislation; Elementary Secondary Education; Federal Government; *Federal Legislation; Government Role; Hearings; *National Competency Tests; National Programs; School Districts; *Standardized Tests
IDENTIFIERS- Congress 102nd; *Office of Educational Research and Improvement; *Reauthorization Legislation

The first of two hearings held in the winter and spring of 1991 to consider the reauthorization of the Office of Educational Research and Improvement focused on the question of national testing. The proposed legislation stipulates that a national test would measure an individual's educational achievement, give the local education agency an indication of how its students compare with others, and highlight strengths and weaknesses in the educational attainment of students on a district-by-district basis. Advocates and opponents of a national test and testing system addressed the hearings. Speeches and prepared statements were presented by: Senator Nancy Kassebaum of Kansas; Governor Roy Romer of Colorado; Jack Anderson, school superintendent; Maureen Daniels, elementary teacher, and the senior officers of a range of education related organizations including: William H. Kolberg, National Alliance of Business; Laura Resnick, Learning Research and Development Center, University of Pittsburgh; Gordon Ambach, Council of Chief State School Officers; Albert Shanker, American Federation of Teachers; and Michael E. Melody, College and Test Publishing, Houghton Mifflin Company. At the second session, during which broader issues relating to educational research and improvement were examined, witnesses included Senator Kassebaum, joined by senators Orrin G. Hatch (Utah), James M. Jeffords (Vermont), and Dan Coats (Indiana). Also testifying were Secretary of Education Lamar Alexander and the

ED 342 833 UD 028 401

Ponce, Ernest, Comp.
Gangs: A Handbook for Teachers and Counselors Working with Immigrant Students. Publication No. GC-123.
PUB DATE- 90
NOTE- 34p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; *Black Youth; Crime; Delinquency; Drug Abuse; Economically Disadvantaged; *Hispanic Americans; *Immigrants; *Juvenile Gangs; Racial Relations; Secondary Education; Urban Problems; Urban Schools; *Urban Youth; Violence; Whites
IDENTIFIERS- *California (Los Angeles); Latinos

This handbook provides information about gangs for education professionals working with immigrants. As the introduction makes clear, gangs are one of the many problems that newly arrived immigrants face in their neighborhoods and at school in the United States. Following the introduction, the first section describes the types of gangs including social gangs, delinquent gangs, and violent gangs. The second section explains gang ethnicity for the following groups: (1) Latino gangs; (2) Black gangs; (3) predominantly White gangs; and (4) Asian gangs. The third section lists and discusses reasons for gang membership, which include identity, protection, fellowship, and intimidation. A general profile of gang-related youth lists family, personal, community, and school related indicators. Examples of gang activities are described, including drive-by-shootings, graffiti, robbery and aggravated assault, and drug use. A chart that is designed to show youth the long-term negative educational and life consequences of gang membership is presented. Also listed are ways teachers can help, gang slang with "translation," common gang hand-signs, and selected community resources. (JB)

ED 342 834 UD 028 407

Robledo, Maria del Refugio
Partners for Valued Youth: Dropout Prevention Strategies for At-Risk Language Minority Students. Final Technical Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 256p.; For related handbook for teachers and planners, see UD 028 408.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cross Age Teaching; *Dropout Prevention; Elementary Education; *Elementary School Students; High Risk Students; *Hispanic Americans; Interpersonal Competence; *Limited English Speaking; Middle Schools; Minority Group Children; Program Effectiveness; Student Attitudes; *Tutorial Programs; Urban Schools
IDENTIFIERS- *Language Minorities; *Middle School Students; Partnerships in Education; San Antonio Independent School District TX

A study was done to evaluate Partners for Valued Youth (PVY), an

ED 342 852 UD 028 557

Davidson, Mary
A Promise of Simple Justice in the Education of Chicago School Children? Interim Report.
PUB DATE- Feb 83
NOTE- 53p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Desegregation Plans; Educational Finance; *Educational Planning; Elementary Secondary Education; *Equal Education; Evaluation Criteria; Evaluation Methods; Expenditures; Magnet Schools; Minority Groups; *Program Implementation; *School Desegregation; School Districts; Transfer Students
IDENTIFIERS- *Chicago Public Schools IL; *Monitoring

The interim findings of a citizen commission charged with monitoring the implementation of the Chicago (Illinois) Public School desegregation plan are presented. The first of four sections of the report describes the context for the monitoring effort, including legal suits against the school systems in the 1960s and the events and legal decisions leading to the desegregation plan and the formation of the district's Monitoring Commission for Desegregation Implementation. The second section describes the monitoring experiences including the targeted schools, the organization and membership of the commission, the magnet schools and transfer options, other educational components, the affirmative action and staff development efforts, and reflections on the first year of the monitoring effort. The third section describes the monitoring strategy and includes an interim report from each of the commission's subcommittees along with the methodologies and findings. The findings indicate that although some progress was made in reading achievement scores, those scores still lag behind comparison and citywide schools. In addition, the commission found that many problems persist in desegregation implementation. The fourth section offers an overview of the current status of the implementation and in particular the constitutional vulnerability of the plan due to the lack of implementation. One table is included. (JB)

ED 342 853 UD 028 559

Program Assistance for Neophytes (Project PAN) 1989-90. OREA Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); *Asian Americans; Bilingual Education Programs; Career Education; Curriculum Development; High Schools; *High School Students; *Immigrants; Job Skills; *Limited English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; School Districts; Staff Development; *Urban Schools
IDENTIFIERS- New York (Queens); New York City Board of Education; Project PAN NY

An evaluation was done of New York City Board of Education's Program Assistance for Neophytes (Project PAN) for 1989-90. The public and private eighth grade schools in the 50 states and the District of Columbia in the 1987-88 school year. A follow-up survey was conducted on the spring of 1990 with a successful data collection effort for approximately 93 percent of the base-year student respondents. The data are presented in the following bar graphs: (1) 8th to 10th grade cohort dropout rates by race/ethnicity and sex; (2) 8th to 10th grade cohort dropout rates by region and metropolitan status; and (3) 8th to 10th grade cohort dropout rates by eighth grade school (public, Catholic, religious private, and non-religious private). (JB)

ED 342 872 UD 028 582

Garcia, Jesus M.; Montgomery, Patricia A.
The Hispanic Population in the United States: March 1991.
PUB DATE- Oct 91
NOTE- 50p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Census Figures; *Children; Economically Disadvantaged; Economic Factors; *Economic Status; Educational Attainment; Family Characteristics; Family Income; *Hispanic Americans; *Population Trends; Poverty; *Socioeconomic Status
IDENTIFIERS- *Current Population Survey

This document presents data on the demographic, social, and economic characteristics of the Hispanic origin population in the United States obtained through the March 1991 supplement to the Current Population Survey of the Bureau of the Census. Differences are highlighted in selected characteristics of Hispanic Americans compared between March 1991 and March 1983, the end of the last recessionary period, and the first year after the Census Bureau introduced Hispanic American population controls based on the 1980 Census. Some of the principal findings include the following: (1) the labor force participation rate of Hispanic origin males in March 1991 was higher than that of Non-Hispanic males; (2) the proportion of Hispanic Americans 25 years or older who had completed 4 years of high school or more was 51 percent in 1991, 5 percent higher than 1983; (3) the aggregate before tax money income of Hispanic American households in 1990 increased by 70 billion since 1982; (4) a higher proportion of Hispanic American families had incomes of $50,000 or more in 1990 than in 1982; (5) over one third of Hispanic American children were living in poverty; and (6) of all persons in poverty in 1990, the proportion who were children under 18 years old was larger for Hispanic Americans. The report includes two text tables, four graphs, and four detailed tables. Appendices contain definitions and explanations, information on data source and accuracy, and data collection instrument facsimiles. (JB)

ED 342 873 UD 028 584

Jones, Sarah E.; Siegel, Margaret A.
Disadvantaged Young Men in Urban Areas: A Summary of the First Year of the Forum on Public/Private Social Concern.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 91
NOTE- 109p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

resource guide strives to include the histories, perspectives, and contributions of all people (women, African-Americans, American Indians, and ethnic minorities) and thus is in keeping with the social history approach prescribed by the State Syllabus for grades 7 and 8. The materials presented in this volume of the overall guide represent suggested approaches for teaching the fifth and sixth units of the six unit syllabus. Unit 5 is titled "Life in the New Nation"; unit 6 is titled "Division and Reunion." Each unit is comprehensive and has been divided into several learning activities, each of which relates to a particular topic within the unit and contains a focus question, teacher background, major ideas, concepts, performance objectives, development and worksheets. When a learning activity incorporates specific multicultural content, it is headed by one or more of the following themes: culture/diversity, movements of people, contributions, and struggle for equality. Examples of activities contained in Unit 5 include "How did Thomas Jefferson's election mark a step forward toward increasing participation in American government?" and "Why did large numbers of Irish, Germans, and Chinese immigrate to the United States in the 1840s and 1850s?" Examples of activities contained in Unit 6 include "How did the United States justify its policy of territorial expansion prior to the Civil War?" and "How did the presidential reconstruction policy attempt to reunite the American people?" A lengthy bibliography is included at the end of each unit. (DB)

ED 342 716 SO 022 047

The Bill of Rights--Our Common Compact: First Principles and Lasting Values. Conference Report of the Jennings Randolph Forum for the Advancement of Citizenship (10th, Chevy Chase, Maryland, May 1-3, 1991).
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.; Claude Worthington Benedum Foundation, Pittsburgh, Pa.; Close Up Foundation, Arlington, VA.; Pew Charitable Trusts, Philadelphia, PA.; United States Inst. of Peace, Washington, DC.
PUB DATE- 91
NOTE- 60p.; Support also provided by the National 4-H Council and the Peace Child Foundation.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Constitutional History; *Constitutional Law; *Democratic Values; *Law Related Education; Political Issues; United States History
IDENTIFIERS- *Bill of Rights; United States Constitution

Dedicated to discussing the Bill of Rights of the U.S. Constitution, this conference report presents the texts of six speeches. The presentations include: "Return to First Principles: The Philosophical and Historical Roots of the Bill of Rights" (A. E. Dick Howard); "How Do We Deal with First Principles?" (Herbert Atherton); "History, Philosophy, and Contemporary Issues of the Bill of Rights" (John Patrick, Jean Otto, Charles Haynes); "Contemporary First Amendment Issues" (Os Guinness); "Educating for Our Common Compact" (R. Freeman Butts); and "Lasting Values: A Catalyst for Global Change" (an edited version of Rita Klimova's speech, and comments by reactors Julia Klimova and Andy Smith). (DB)

ED 342 717 SO 022 059

Marschalek, Douglas, Ed.

records. Although the two groups scored similarly on some of the variables measured, comparisons found the activity seekers to be significantly different in a variety of ways which are discussed in terms of: physiological functioning; self-perception; health orientation; achievement orientation; perceptual style; cognitive functioning; and personal life style. Results suggest that different teacher strategies in the gymnasium and in the classroom might be required to meet the needs of both activity seekers and non-activity seekers. (LL)

ED 342 735 SP 033 593

Nash, Margaret A.; Dunkle, Margaret C.
How Four States Put HIV/AIDS Instruction in the Classroom: Alabama, Maryland, Nebraska and Washington.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Feb 90
NOTE- 36p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Curriculum; Elementary Secondary Education; Government Role; *Health Education; Health Promotion; *Instructional Leadership; *Policy Formation; Profiles; *Program Effectiveness; State Departments of Education; State School District Relationship; Teaching Methods
IDENTIFIERS- Alabama; Maryland; Nebraska; Washington

This study profiles four diverse states (Alabama, Maryland, Nebraska, and Washington) where successful programs have been developed and implemented to provide Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) instruction to elementary and secondary school students. The report identifies common factors and strategies for success and is organized into nine sections: (1) building a broad base of support; (2) providing strong leadership; (3) developing partnerships between health and education; (4) understanding local and state roles; (5) integrating HIV/AIDS instruction into a broader context; (6) resolving ethical differences; (7) reaching those most at risk; (8) state profiles of Alabama, Maryland, Nebraska, and Washington; and (9) methodology. State profiles include numbers of students and school districts, the racial/ethnic make-up of the student body, the incidence of AIDS, summaries detailing the mandate for HIV/AIDS instruction, and an outline of curriculum goals. A structured telephone interview was developed and state level policy makers and local level teachers were asked questions about: background; development of instructional policy; curriculum content; curriculum development; and implementation and evaluation. Interviewees were also asked what advice they would offer to other states just beginning the instructional process. (LL)

ED 342 736 SP 033 594

Short, Edmund C., Comp.
The Society for the Study of Curriculum History: Meetings and Papers 1977-1991. Compiled for the Society.
PUB DATE- May 91
NOTE- 651p.
LANGUAGE- English
EDRS Price- EDRS Price - MF03/PC27 Plus Postage.

professional community that exists in the workplace appears critical to the character of teaching and learning for teachers and their students. (LL)

ED 342 756 SP 033 641

Talbert, Joan E.; McLaughlin, Milbrey Wallin
Understanding Teaching in Context.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Context Effect; High Schools; Literature Reviews; *Quality of Working Life; *Secondary School Teachers; Teacher Attitudes; Teacher Effectiveness; Teacher Improvement; *Teacher Response; Teacher Student Relationship; *Teaching Conditions

This study, begun in October 1987, was conducted to explore the effect of particular contexts of schooling on educational outcomes and to provide a comprehensive look at what and how context conditions affect teaching and learning. The study design integrates 3 years of field research in 16 public and private high schools in 2 states and analyses of national survey data from the High School and Beyond and the National Education Longitudinal Study 1988 programs. The research focuses on the bottom-up teacher's-eye perspective within embedded contexts rather than the outside-in view of researchers and policymakers usual in the context-effects research traditions. Teachers' perspectives consider teaching as an integrating activity, intertwined with students, subject matter, instruction, dynamics of the school setting, and features of the immediate workplace environment. Results indicate ways of informing educators, administrators, and policymakers with respect to improving the conditions and quality of teaching, and they suggest principles and strategies for redesigning contexts to support teachers' professional growth and success in the classroom. The discussion includes a graphic representation of multiple and embedded contexts of teaching. (LL)

ED 342 757 SP 033 645

Towers, James; Peckover, Roger
Teacher Education Reform and Increased Student Field Placements: A Case Study of Perceptions from Minnesota's Schools and Colleges.
PUB DATE- Feb 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrator Attitudes; Affiliated Schools; Case Studies; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Principals; *Program Costs; Research Needs; School Districts; State Surveys; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Minnesota

Support is growing for the expansion of field-based experiences in the preparation of teachers. Such expansion raises the question of the potential impact of large numbers of teachers-in-training on the monetary and human resources of teacher competency-based education (CBE) programs. It is a structured tool to be used with the support of a trained ISAM facilitator to enhance communication among staff members. The instrument describes critical elements of program implementation, establishes a common language for communication within and between local agencies about the CBE program, offers a flexible self-report method for planning and program improvement at the local agency level, and describes key staff functions (management, instruction, and guidance). There are five major components: (1) management scoring forms with 25 items describing key functions of the manager of a CBE program; (2) instruction scoring forms with 26 items describing instructors' functions; (3) guidance scoring forms with 25 items for the guidance function; (4) scoring criteria, with clearly stated definitions of rating criteria for items specified in the preceding forms; and (5) summary analysis forms for use by the facilitator to help the agency team develop a profile of the current program and future needs. These forms may be used to develop an initial CBE plan, assess progress toward CBE implementation, and isolate specific needs within the program. (SLD)

ED 342 777 TM 016 513

Cook, Linda L.; And Others
Equating Achievement Tests Using Samples Matched on Ability. College Board Report No. 90-2.
PUB DATE- 90
NOTE- 66p.; A previous version of this paper was presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; *Achievement Tests; Biology; Chemistry; *College Entrance Examinations; Comparative Testing; Data Collection; *Equated Scores; French; Higher Education; Language Tests; Mathematics Tests; Robustness (Statistics); *Sampling; Science Tests; Social Studies; Test Items; United States History
IDENTIFIERS- Anchor Tests; *College Board Achievement Tests; Common Item Effect; Equipercentile Equating; Levine Equating Method; *Parallel Test Forms; Tucker Common Item Equating Method

The equating of reasonably parallel forms of College Board Achievement Tests in biology, chemistry, mathematics level II, American history and social studies, and French is discussed. Results of the following five equating methods are compared: (1) Tucker; (2) Levine equally reliable; (3) Levine unequally reliable; (4) frequency estimation equipercentile; and (5) chained equipercentile. These methods are used with an internal common-item anchor-test data collection design and three sampling strategies (random samples from populations similar in ability level, random samples from populations of dissimilar ability, and samples from dissimilar populations constructed to be similar by matching on the basis of a covariate such as the distribution of scores on a set of common items). Results indicate that it may be difficult, and in some cases impossible, to equate achievement tests using new-form and old-form samples from populations differing in ability level. All these equating methods appear to be affected by group differences in ability, with the Tucker and frequency estimation equipercentile methods the most affected, and the

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chemistry; *Criterion Referenced Tests; Cutting Scores; Fire Fighters; *Fire Science Education; Hazardous Materials; Item Analysis; *Job Training; Postsecondary Education; Pretests Posttests; *Scoring; Test Construction; Test Manuals; Test Reliability; *Test Use; *Test Validity
IDENTIFIERS- *Final Examinations

This first test and technical manual explains the development, purpose, use, validity, and reliability of the criterion-referenced final examination for the Chemistry of Hazardous Materials course of the National Fire Academy in Emmitsburg (Maryland). Because of possible diversity in the testing knowledge and background of readers, the manual includes an overview of testing, explaining technical issues associated with validity, reliability, and optimal cut score. The examination consists of 100 questions measuring 48 objectives of the course. Six test reviewers determined content validity, and the development team and the six reviewers considered the domain validity of the instrument. Decision validity was determined by pretesting and posttesting 127 students in 5 classes. Test reliability was measured for 221 students using the threshold loss function reliability index, the internal consistency reliability, and the standard error of measurement (based on 44 posttest scores). Item analysis procedures used were: (1) sensitivity to instructional effects (127 examination scores); (2) Hambleton's item review to check bias (2 reviewers); and (3) informed feedback from 70 students. Faculty and students can be confident of the examination's validity and reliability. One graph and three tables present study data. A list of 22 references, 4 appendices describing the course, and instructions to students and reviewers are included. (SLD)

ED 342 797 TM 017 962

Marsh, Herbert W.; Grayson, David
Multitrait-Multimethod Data: An Evaluation of Five Analytic Approaches.
PUB DATE- 15 Oct 91
NOTE- 49p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; Comparative Analysis; *Construct Validity; Definitions; Foreign Countries; *Models; *Multitrait Multimethod Techniques; Sample Size
IDENTIFIERS- *Campbell Fiske Matrix; *Confirmatory Factor Analysis

The multitrait-multimethod (MTMM) design of D. T. Campbell and D. W. Fiske (1959) is the most widely used paradigm for testing construct validity, but it continues to be plagued by problems associated with definition of terms, operationalizations of their guidelines, and analytic procedures used to test them. Using five diverse MTMM data sets, five current analytic approaches are demonstrated, compared, and contrasted. These include two manifest variables approaches: the original guidelines of Campbell and Fiske and the analysis of variance model. Also studied are the following latent variables approaches: (1) a taxonomy of confirmatory factor analysis (CFA) models; (2) the covariance component analysis (CCA) following nongovernment witnesses: Jeri Nowakowski, North Carolina Regional Educational Development and Research; Arthur E. Wise, National Council for Accreditation of Teacher Education; Nathaniel M. Semple, Committee for Economic Development; Boyd W. Boehlje, National Assessment Governing Board; and Daniel M. Stewart, The College Board. Prepared statements and other documentation are included. (SLD)

ED 342 816 TM 017 999

Johnson, William L.; Johnson, Annabel M.
Assessing or Reaffirming Accreditation Criteria for the Southern Association of Colleges and Schools (SACS): Development of an Alumni Survey Instrument.
PUB DATE- Jan 92
NOTE- 47p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Houston, TX, January 31-February 2, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Alumni; College Administration; *Colleges; Curriculum Evaluation; Educational Assessment; *Evaluation Criteria; *Graduate Surveys; Higher Education; Institutional Mission; Instructional Effectiveness; *Mail Surveys; Self Evaluation (Groups); Services; *Test Construction
IDENTIFIERS- *Southern Association of Colleges and Schools

The "Criteria for Accreditation" (1991) and reaffirmation published by the Southern Association of Colleges and Schools were validated through a survey of alumni. The criteria were developed to assist institutions in evaluating their effectiveness. In all, 2,300 survey instruments were mailed to college alumni in the United States. Of the 1,016 surveys returned, 623 were usable for the validation study. The criteria examined in the 147-item survey included five principal areas of evaluation: (1) institutional purpose; (2) institutional effectiveness; (3) educational program; (4) educational support services; and (5) administrative processes. A pool of questions for each area was written by five college task forces assigned to develop the survey instrument. Factor analysis indicated that the development of the instrument items and the subsequent psychometric analysis does provide a basic survey instrument for assessing the accreditation and reaffirmation criteria. A list of 29 references is included. Appendices contain a sample survey and 147 alumni questions sorted by criteria. Nine tables present study data. (SLD)

ED 342 817 TM 018 039

Financial and Statistical Report of Alberta School Jurisdictions. Divisions and Districts--September 1, 1988 to August 31, 1989; Counties--January 1 to December 31, 1989.
PUB DATE- Nov 91
NOTE- 341p.; For the 1990 report, see TM 018 040.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Catholic Schools; *Educational Finance; Elementary Secondary Education; *Expenditures; *Foreign Countries; Local Government; Public Schools; *School Districts; *School Funds; School Statistics; School Support; School Taxes;

instructional cross-age tutoring program in San Antonio (Texas) designed to reduce dropout rates among Hispanic limited-English proficient (LEP) middle-school children, who are at risk of leaving school. The program has these students tutor younger, elementary school students. The evaluation used psychometric measures and surveys of the 74 tutors who participated in the PVY for 2 years as seventh and eighth graders, respectively, and 92 middle school students who served as a comparison control group. The impact of PVY on the dropout rate was positive, with only one percent of tutors dropping out and 12 percent from the control group dropping out. Teachers also observed tutors developing career goals with only 10 percent not knowing what they wanted for a future career. Data on tutees show higher test scores in all areas and decreased disciplinary referrals. After participation in PVY, tutors had significantly higher reading grades than the comparison group. At the end of 2 years of program participation, there were no significant differences between the tutors and the comparison group in any of the six achievement test areas. Included are 26 tables and 70 figures. Appendices list procedures for identification, assessment, and placement of LEP students; means for tutors and controls; student comments from the study survey; parent comments; teacher comments; site evaluation figures; the study questionnaire; focus group comments; tutors' journal comments; and a glossary. (75 references) (JB)

ED 342 835 UD 028 408

Robledo, Maria del Refugio
Partners for Valued Youth: Dropout Prevention Strategies for At-Risk Language Minority Students. A Handbook for Teachers and Planners.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 93p.; For final technical report on this project, see UD 028 407.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Cross Age Teaching; *Dropout Prevention; Elementary Education; *Elementary School Students; High Risk Students; *Hispanic Americans; *Limited English Speaking; Middle Schools; Minority Group Children; Program Descriptions; Program Implementation; Teaching Guides; *Tutorial Programs; Urban Schools
IDENTIFIERS- *Language Minorities; *Middle School Students; Partnerships in Education; San Antonio Independent School District TX

This handbook provides information about an innovative model, Partners for Valued Youth (PVY), that encourages "at-risk" students to stay in school and to set broader goals for themselves through a cross-age tutoring experience in which at-risk middle school students tutor younger, elementary school students. After a preface, the following sections describe the PVY: (1) a discussion of the educational approaches that are the foundation for the PVY; (2) a description of the social and educational conditions that spurred the development of the PVY; (3) a short overview of the project; (4) an overview of major features of the program, including critical elements of an effective program, philosophical base, instructional strategy, program served 625 Asian American, limited English proficient students, most of whom were recent immigrants, at John Bowne and Newtown High Schools in Queens. The program provided a transitional period of bilingual education and the opportunity for students to learn job skills and adjust to a new environment. The evaluation found that the project was fully implemented in that it provided students with instruction in English as a Second Language, second language learning for English proficient students, Native Language Arts, content area subjects, and career education. The project also offered support services, staff and curriculum development, and parental involvement activities. The program met its objectives in language education, career education, attendance, dropout prevention, staff development, curriculum development, and parental involvement. It partially met the objectives in content area subjects. A program weakness was the lack of bilingual services in Vietnamese and Urdu. A program strength was its peer tutoring component. Two tables illustrate student achievement in content area courses and attendance rates of program and mainstream students by school. (JB)

ED 342 854 UD 028 560

Language Development through Holistic Learning--Mathematics, Art, Science, Technology, and Education Resources (Project MASTER) 1989-90. OREA Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 11p.; For 1988-89 report, see ED 319 253.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Art Education; Curriculum Development; *Economically Disadvantaged; Educational Resources; Elementary Education; *Elementary School Students; English (Second Language); *Hispanic Americans; *Limited English Speaking; Mathematics Instruction; Program Evaluation; School Districts; Science Instruction; *Spanish Speaking; Technical Education; *Urban Schools
IDENTIFIERS- New York (Bronx); New York City Board of Education; *Project MASTER NY

An evaluation was done of New York City Board of Education's Project Language Development through Holistic Learning--Mathematics, Art, Science, Technology, and Education Resources (Project MASTER). The project offered instruction to 344 low-income, Spanish-speaking students of limited English proficiency in grades 3 to 5 at 5 elementary schools in the Bronx. Students received instruction in mathematics, science, arts, and (at some sites) computer skills. Instruction was integrated with English language learning through the medium of science projects. Project personnel anticipated that the hands-on approach used in the science projects would encourage critical thinking. The evaluation found that the project was fully implemented. Students developed skills in English as a Second Language (ESL), science, arts, mathematics, and the use of computers. Scores in ESL, science, and mathematics all increased significantly. The program included staff development, curriculum development, and some parental involvement activities. In addition, the project met its objectives in ESL, mathematics, science, and staff development. As the project did not provide data on parent involvement, that objective could not be assessed. (Author/JB)

ED 342 855 UD 028 561

DESCRIPTORS- *Black Youth; Cultural Influences; *Disadvantaged Youth; *Economically Disadvantaged; Inner City; Long Range Planning; *Males; Minority Groups; Policy Formation; Poverty; Program Design; Public Policy; Social Influences; Urban Problems; *Urban Youth; *Young Adults
IDENTIFIERS- *Forums

This report contains the principal materials prepared for the first year of the "Forum on Public/Private Social Concern," which focused on issues of disadvantaged young men in urban areas. The forum is an information exchange for funders and policymakers in government, foundation, and business sectors. Included is a report summarizing the accomplishments and activities of the first year of the forum, which synthesizes meeting presentations and group discussions and offers recommendations. Those recommendations touch on the following: (1) program design and implementation; (2) grantmaking; (3) evaluation of grants and programs; and (4) public policy approaches. Also included are three background papers. The first paper, "Structural Impediments to Success," examines the economic, social, and demographic dynamics and factors that inhibit many young men from making a successful transition into adulthood. The second paper, "Long-Term Investments in Youth," reviews how disadvantaged urban youth are better served by long-term, multi-service programs than by categorical efforts. The third paper, "A Call for Culturally Sensitive Programs To Serve Disadvantaged Youth," considers the need for culturally sensitive programs. Included are 42 references. (JB)

ED 342 874 UD 028 590

An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Philadelphia School District, Pa.
PUB DATE- 30 Jun 90
NOTE- 68p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Compensatory Education; *Curriculum Evaluation; Educational Improvement; *Educationally Disadvantaged; Elementary Education; Elementary Schools; Elementary School Students; Federal Programs; High Risk Students; *Instructional Effectiveness; Interviews; School Districts; Teaching Methods; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Exploratory Studies; Hawkins Stafford Act 1988; *Philadelphia School District PA

In December 1989, the School District of Philadelphia (Pennsylvania) and Research for Better Schools, Inc., with the support of the State Department of Education, initiated a collaborative 2-year study of the district's Chapter 1 schoolwide projects. This report presents findings from the study of McMichael Elementary School (kindergarten through grade 8), one of the schoolwide projects initiated in 1988. Section I of this report describes what it means to be involved in a schoolwide project, based on interviews of principal and staff, and observations of staff meetings. Section II presents an overview of current instructional practice as observed in a 2-day site visit to eight classrooms by a team of Chapter 1 educators. Section III describes the instruction that three McMichael students received on April 24. Section IV shares reflections of evaluators about the program. The evaluation

Multicultural Education and the Arts.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aesthetic Values; *Art Appreciation; *Art Education; Art Expression; Cultural Activities; *Educational Philosophy; Elementary Secondary Education; *Enrichment Activities; Fine Arts; Handicrafts; *Multicultural Education

This issue os Spectrum contains six articles devoted to the theme of helping teachers develop multicultural teaching methods by examining the relationship of art, culture, and art education. In "Multi-cultural Art: A Learning Process," Linda Kreft addresses the problem of cultural biases that children acquire over time. Patricia Stuhr in "Wisconsin's Native American Visual Art" presents a rationale for studying the art of other cultures, in particular the art of Wisconsin Native Americans. The third article, "Chicano Murals: A Continuing Cultural Tradition" by Ronald Neperud and Rochelle Robkin outlines the communication function of murals in Chicano society. In "An American Art Teacher in India: Educational Travel as a Cultural Resource," Vicki Samulyk describes India's educational system and the events and philosophies that shape art education in another country. Richard March's paper, "Close to Home and Close to the Heart: Exploring Folk Arts in Education," profiles three Wisconsin folk artists. The final paper, "Art, Culture, and Vital Issues: A Middle School Art Program" by Rae Prescott, describes a middle school art program that fosters team teaching, student peer-teaching, and an interdisciplinary approach to cultural learning. (KM)

ED 342 718 SO 022 062

Parker, Franklin
Arthurdale (WV), Its Community School, and Director Elsie Ripley Clapp (1879-1965): First New Deal Subsistence Homestead Program (1933-48).
PUB DATE- 19 Jul 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Government; *Federal Programs; Poverty; *Poverty Areas; *Poverty Programs; Progressive Education; State History; United States History
IDENTIFIERS- *Arthurdale Community School WV; Clapp (Elsie Ripley); *New Deal; *West Virginia (Arthurdale)

Arthurdale, in northern West Virginia, was the first New Deal subsistence homestead project. Begun in 1933, the Arthurdale settlement was created to house displaced and jobless coal mining families. Eleanor Roosevelt was very active in the Arthurdale project. At the time of the project's founding, it was attacked by some for its costliness and the extent of the federal government's involvement. However, the settlement also has been praised as a noble New Deal experiment to uplift dispossessed West Virginia coal miners, among the most wretched in the Depression-era United States. This account of the Arthurdale settlement also focuses in its community school, which was envisioned by Mrs. Roosevelt to be the center of the community's activities. The school was praised as a progressive community school that fostered a spirit of community cooperation. An annotated list of references is included. (DB)

PUB TYPE- Collected Works - Proceedings (021),Historical
Materials (060)
DESCRIPTORS- Conference Papers; *Curriculum Development;
*Curriculum Research; *Educational History; Elementary
Secondary Education; Higher Education; Professional Associations
IDENTIFIERS- *Society for the Study of Curriculum History

This comprehensive document includes 47 papers on historical aspects of curriculum practice, theory, research, and leaders presented at meetings of the Society for the Study of Curriculum History (SSCH) between 1978 and 1991. Following a compiler's introduction, the document is organized into six parts: part 1 provides copies of the official printed programs for all meetings of SSCH from 1978 to 1991; part 2 contains the Index of Available Papers from SSCH from 1978-1991, listing papers by title and author, and indicating where each paper may be found; part 3 contains a document produced for SSCH in 1981 which reproduced 14 papers from the 1978 and 1979 meetings; part 4 contains a document produced for SSCH in 1983 which reproduced 12 papers from the 1978, the 1980, and the 1981 meetings; part 5 consists of a table of contents listing 23 papers published in the book, "Curriculum History," Craig Kridel, editor (Lanham, Maryland, University Press of America, 1989); part 6 contains 22 miscellaneous papers not previously available, assembled alphabetically by author. (LL)

ED 342 737 SP 033 597

Brookhart, Susan M.; And Others
Who Are Our Teacher Education Graduates, and Where Are They Going?
PUB DATE- 26 Feb 92
NOTE- 12p.; Paper presented at the Annual Meeting of the American
Association of Colleges for Teacher Education (San Antonio, TX,
February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education;
Followup Studies; Higher Education; *Profiles; Research Needs;
*Teacher Education Programs; *Teacher Employment; Teacher
Orientation; *Teacher Persistence; Teaching (Occupation);
Teaching Skills
IDENTIFIERS- Reform Efforts

The study reported in this symposium created a profile of teacher education graduates which raises issues related to teacher professionalism and teacher retention in the field. A common teacher education follow-up survey instrument was administered to beginning professionals from seven different universities in five states. Data were gathered from graduates in the following areas: employment history, ratings of program quality, professional knowledge, competence in selected teaching skills, views of teaching, and demographic information. Comparative data analysis presents a description of who our teacher education graduates are and where they going, and it raises some issues for further investigation. First, there is the basic issue of where and how teacher education graduates practice; second, data from this study present a picture that reflects current practice, not its enhancement or improvement. A final issue is related to the nature of practice and asks about the relationship between current teacher education reform efforts and the profile of graduates and about the possibility of the profile changing as programs change. Three tables--Ratings of Knowledge and Skills, Orientations to Teaching, and Early Stages of Professional Careers--are appended. (LL) education programs and K-12 schools. Research was conducted to begin to answer this question in Minnesota. A questionnaire was sent to all elementary, middle level, and high school principals and to the highest ranking administrator in each of the teacher education programs in Minnesota. A total of 144 survey instruments were completed and returned (63 percent). Survey questions focused on: (1) how increased placements would affect teacher education programs and host schools; (2) how increased placements would affect relations between school districts and teacher education programs; and (3) responsibility for costs associated with increased placements. Results suggest that elementary level principals see potential usefulness for additional teachers-in-training; middle level and high school principals see value but have greater reservations. Chief administrators in teacher education programs indicate significant concern for expanded placement programs; deans and chairs think additional field placements will be a burden on human resources within their own programs and those of the host schools. (LL)

ED 342 758 SP 033 646

Promoting Harmony. A Compilation of Sample Lessons. Grades K-12.
PUB DATE- 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cultural Awareness; *Cultural Interrelationships; Elementary Secondary Education; *Lesson Plans; *Multicultural Education; Social Bias; Teaching Methods; Urban Schools
IDENTIFIERS- *New York (New York); New York City Board of Education

The New York City Public Schools provides this series of strategies for teachers to use during Kids Week (February 17-21, 1992). These strategies, which seek to promote harmony among students, are designed to: give students opportunities to become aware of and appreciate the city's diversity; instill sensitivity and understanding among all students; and help students appreciate the contributions of the many ethnic, linguistic, and cultural groups of New York City. This collection includes strategies for early childhood, elementary, middle school, and high school grades. Lesson plans are given for the following topics: "Making Friends"; "Families"; "Getting to Know One Another"; "Respect for Others"; "What Am I Proud Of?"; "How Do I Feel?"; "Me and Somebody Else"; "Children Have the Right To Have Their Cultures Understood and Respected: An Interdisciplinary Unit"; "The Promise of America"; "Understanding Prejudice"; "Looking beyond Labels To Combat Prejudice"; "Discrimination"; and "Reducing Prejudice." (IAH)

ED 342 759 SP 033 647

Ploumis-Devick, Evelyn
Appreciating Differences: Teaching and Learning in a Culturally Diverse Classroom. Hot Topics: Usable Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 92
NOTE- 121p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.

chained equipercentile and the two Levine procedures the most robust. Matching cannot be recommended for rectifying sample ability-level differences. There are 17 tables of study data, 33 figures, and a list of 16 references. (Author/SLD)

ED 342 778 TM 016 580

McDowell, Lena; Morgan, Frank B.
Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1989-90. Final Tabulations. E.D. TABS.
PUB DATE- Apr 91
NOTE- 32p.; Data Series: DR-CCD-89/90-1.1. For the 1988-1989 report, see ED 315 921.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Trends; Elementary Secondary Education; *Enrollment; *Institutional Characteristics; *National Surveys; *Public Schools; School Districts; School Size; *School Statistics; School Surveys; State Departments of Education; *Tables (Data)
IDENTIFIERS- *Common Core of Data Program; Public Elementary and Secondary Agency Universe; Public Elementary and Secondary School Universe; United States

The tables in this report summarize statistical information for schools and education agencies as supplied to the National Center for Education Statistics (NCES) by state education agencies. Information comes from the 1989-90 school year Public Elementary and Secondary School Universe and the Public Elementary and Secondary Education Agency Universe surveys of education in the United States. These surveys are part of the Common Core of Data collected annually by the NCES. A section of definitions and abbreviations precedes the tables of data. Seventeen tables provide the following data: (1) number and percent of public elementary and secondary schools (PESSs) by type and state; (2) number and percentage distribution of students in PESSs by type of school and state; (3) distribution of regular PESSs with student membership by membership size and state; (4) number and percentage distribution of PESSs by school-size category and state; (5) number and percentage distribution of PESS students by school-size category and state; (6) number and percentage distribution of students in PESSs by grade ranges and state; (7) percentage distribution of PESSs providing instruction by specified grade span and state; (8) number of PESSs of specified instructional levels by state; (9) mean number of students per school in PESSs of specified instructional levels by state; (10) median pupil-teacher ratios in PESSs with student membership of specified instructional levels by state; (11) selected characteristics of PESS membership by state; (12) number and percent of PESS education agencies by type of agency and state; (13) distribution of regular PESS districts and students by membership size; (14) number of regular PESS districts by grade span and membership size; (15) number of regular PESS districts by grade span and state; (16) number of regular PESS districts by membership size and state; and (17) distribution of regular PESS districts with student membership by membership size and state. Two appendices provide survey sample forms. (SLD)

ED 342 779 TM 017 134

model; and (3) the composite direct product (CDP) model. Even though the five approaches use a common terminology (convergent validity, discriminant validity, and method effects), there is a fuzziness about what the concepts mean and how they are operationalized. This review and analysis recommends a common terminology and operationalization of terms based on CFA models. The use of four CFA models and the CDP model is also recommended, along with the original Campbell-Fiske guidelines. The strongest single model appears to be the CFA correlated uniqueness model. One figure and two tables present study findings, and a 52-item list of references is included. Two appendices provide an additional 10 pages of tables. (Author/SLD)

ED 342 798 TM 017 963

Moody, David
Strategies for Statewide Student Assessment. Policy Briefs, Number 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; Basic Skills; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Holistic Evaluation; Psychometrics; Scoring; *Standardized Tests; *State Programs; *Student Evaluation; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS- Alternatives to Standardized Testing; *Authentic Assessment; *Performance Based Evaluation

Traditional standardized tests of basic skills are no longer considered meaningful by many leading authorities in educational measurement. Alternative approaches are not yet fully developed, although many efforts are being made. This paper explores the issues surrounding student assessment in the context of existing and evolving state practices, which frequently combine high-stakes evaluations with traditional multiple-choice norm-referenced examinations and negatively affect instructional quality. A new generation of alternative strategies for student evaluation is being designed to measure student performance in situations that bear an authentic relationship to real-world tasks. Authentic assessment is criterion-referenced and performance-based. It has intrinsic validity and a holistic approach. Because authentic assessments are typically much more difficult to score than traditional tests, they are expensive. The psychometric foundations of authentic assessments are still not fully developed. Vermont, Michigan, and Kentucky are leaders in the effort to use authentic assessment for statewide testing programs. The fact that many problems surround the changing nature of student assessment means that caution must be exercised in using assessment as a tool of educational reform. (SLD)

ED 342 799 TM 017 966

Aschbacher, Pamela; Herman, Joan
Alternative Assessments in Schools: Report on Status and Results of Local Projects.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 91

Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Alberta; Counties; Debt (Financial)

This report provides certain financial data on the school jurisdictions of Alberta (Canada). Consisting entirely of statistical tables except for a brief foreword, the report contains assessment and requisition data, student-teacher ratios, and unsupported debt and financial statement data. Information is presented for the 1988-89 school year or 1989 calendar fiscal year. Public and private schools are included. The first three sections of the report, which show all divisions, counties, and districts on the same school or calendar year and include a provincial total, focus on: (1) assessments and requisitions (government support); (2) student-teacher ratios; and (3) unsupported debenture/capital loan debt expressed as an adjusted rate. The fourth section contains financial statement data from 30 divisions, 138 districts (38 public, 92 Catholic, and 8 other), and 30 counties. (SLD)

ED 342 818 TM 018 040

Financial and Statistical Report of Alberta School Jurisdictions. Divisions and Districts--September 1, 1989 to August 31, 1990; Counties--January 1 to December 31, 1990.
PUB DATE- Nov 91
NOTE- 341p.; For the 1989 report, see TM 018 039.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Catholic Schools; *Educational Finance; Elementary Secondary Education; *Expenditures; *Foreign Countries; Local Government; Public Schools; *School Districts; *School Funds; School Statistics; School Support; School Taxes; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Alberta; Counties; Debt (Financial)

This report provides financial data on the school jurisdictions of Alberta (Canada). Consisting entirely of statistical tables except for a brief foreword, the report contains assessment and requisition data, student-teacher ratios, and unsupported debt and financial statement data. Information is presented for the 1989-90 school year or 1990 calendar fiscal year. Public, Catholic, and other schools are included. The first three sections of the report, which show all divisions, counties, and districts on the same school or calendar year and include a provincial total, focus on: (1) assessments and requisitions (government support); (2) student-teacher ratios; and (3) unsupported debenture/capital loan debt expressed as an adjusted rate. The fourth section contains financial statement data from 31 divisions, 127 districts (38 public, 81 Catholic, and 8 other), and 30 counties. (SLD)

ED 342 819 TM 018 041

Popp, Robert J.
Family Portfolios: Documenting Change in Parent-Child Relationships.
PUB DATE- 11 Feb 92
NOTE- 29p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)

and a support structure; (5) an overview of a framework for implementing the PVY; (6) a discussion of a planning tool and steps to be followed; (7) an overview of expected results; and (8) a discussion of conclusions. Also included are a list of contacts and materials available; a bibliography of 116 items; 5 worksheets for PVY planning; and appendices containing a description of how to use the curriculum framework, sample lesson plans for tutor classes, sample in-service training materials, and sample documentation/observation forms. (JB)

ED 342 836 UD 028 504

Evans, Robert W.; Nieman, Ronald H.
Bronson Settlement 1990-91. Report of the Facilitator.
PUB DATE- Dec 91
NOTE- 799p.
LANGUAGE- English
EDRS Price- EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Black Students; Desegregation Litigation; *Desegregation Methods; *Educational Improvement; Elementary Secondary Education; Equal Education; Faculty Integration; Inner City; Low Achievement; Magnet Schools; Neighborhood Schools; Open Enrollment; *School Desegregation; School Districts; *Urban Schools; Whites
IDENTIFIERS- *Cincinnati Public Schools OH; Status Reports

This monograph documents major events in the Cincinnati (Ohio) School District (CSD) in 1990-91 concerning the Bronson Settlement, which was the result of a racial segregation suit against the CSD (Mona Bronson, et al. v. Board of Education of the City of Cincinnati). The Bronson Settlement ordered changes in nine areas of the CSD. This report contains one section each on the 1990-91 status of these nine areas: (1) on the Taeuber Index the district met the requirements well; (2) the CSD provided program choices in alternative schools beyond that which was required; (3) open enrollment continued to efficiently advance integrated education; (4) the court found that the CSD was not in compliance with its policy on staff racial balance in June 1991; (5) the court found the CSD to be in compliance with unbiased test policies; (6) the court found the CSD to be in compliance with isolation within buildings requirements; (7) new leadership in a coalition for innovative/low achieving schools began to make changes for the better; (8) there was success in providing equal access to extracurricular activities; and (9) communication and monitoring continued regarding district and city housing activities. Overall, the seventh year of the Bronson Settlement contained a nearly unmanageable mixture of financial crisis, external criticism of administrative practices, and public condemnation of lax student discipline and achievement. Extensive appendices provide several court documents and evaluation reports for each of the mandated areas for change. (JB)

ED 342 837 UD 028 515

Asian Diversity: More Than Meets the Eye.
PUB DATE- Jan 92
NOTE- 16p.; Funding provided by the Kaiser Permanente Medical Care Program.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Guidance Oriented Acquisition of Learning Skills (Project GOALS) 1989-90. OREA Final Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Career Education; Dropout Prevention; Economically Disadvantaged; *English (Second Language); *Haitians; High Schools; *Hispanic Americans; *Immigrants; Job Skills; *Limited English Speaking; Parent Participation; Program Evaluation; School Districts; Staff Development; Urban Schools
IDENTIFIERS- New York (Brooklyn); New York City Board of Education; Project GOALS NY

An evaluation was done of New York City Board of Education's Project, Guidance Oriented Acquisition of Learning Skills (Project GOALS) for 1989-90. The project, in the first year of a 3-year funding cycle, provided 340 students of limited English proficiency (LEP) from various ethnic backgrounds (including Asian, Hispanic, Eastern European, and Haitian) with instructional and support services together with career-related and employment-related training. The project operated at Edward R. Murrow, South Shore, and James Madison High Schools in Brooklyn. Many students were recent immigrants and came from low-income families. The evaluation found that in its first year, the program was fully implemented. Students received instruction in English as a Second Language (ESL), content area subjects, and employment-related subjects. Staff development took place as well as counseling and parental involvement activities. Through analysis of testing scores, grades, and other school records, the evaluation found that Project GOALS met all of its objectives in ESL instruction, content area subjects, computer skills and occupational learning, career awareness, attendance, dropout prevention, and staff development. One program strength was the involvement of a relatively large percentage of parental involvement in the program. Three tables are included. (JB)

ED 342 856 UD 028 562

Harmony in Career Learning and Scholastic System (Project HI-CLASS) 1989-90. OREA Final Evaluation Report.
PUB DATE- Aug 90
NOTE- 15p.; For 1988-89 report, see ED 319 874.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education Programs; *Career Education; *Chinese Americans; Economically Disadvantaged; *English (Second Language); Extracurricular Activities; High Schools; *Hispanic Americans; Immigrants; Job Skills; *Language Arts; *Limited English Speaking; Parent Participation; Program Evaluation; Spanish Speaking; Urban Schools
IDENTIFIERS- New York (Manhattan); New York (Queens); New York City Board of Education; Project HI CLASS NY

An evaluation was done of New York City Board of Education's Project Harmony in Career Learning and Scholastic System (Project HI-CLASS) for 1989-90. In its second year of a funding cycle, the project offered 635 Chinese- and Spanish-speaking high school students of limited English proficiency instruction in English as a Second Language (ESL), Native Language Arts

demonstrates many improvements made in the instructional practices and organization of the McMichael school, as well as the commitment of the staff to continuing improvement. There are 11 tables of study data. Three appendices outline the daily schedules of the students observed. (SLD)

ED 342 719 SO 030 282

Northrup, Terry
Are Social Studies Teachers Using Computers?
PUB DATE- Mar 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Texas Computer Education Association (Fort Worth, TX, March 1990).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Resources; Elementary Secondary Education; *Social Studies; *Teacher Attitudes; *Teacher Behavior; Teacher Response
IDENTIFIERS- *Social Studies Teachers; Texas

This report summarizes a study in which social studies teachers were surveyed to discover teachers' attitudes towards computers, teacher access to computers, teacher use of computers, the types of computer programs used by teachers, and the perceived need for computer training. A national sample of social studies teachers (n=405) was surveyed as well as a sample of social studies teachers (n=63) in Texas. There was little overall difference between the responses of the national sample and those of the Texas sample. The findings of the study include the following responses: social studies teachers have a very positive attitude toward computers; they have wide access to computers; large numbers of teachers do use computers in their work; and social studies teachers not only need but desire training in, for example, software availability and effective classroom techniques. A 9-item bibliography is included. (DB)

ED 342 720 SP 031 355

Community Nutrition Action for Child Survival.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Office of Nutrition.
PUB DATE- Jan 89
NOTE- 407p.; Reprint, R-72.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Health Services; *Community Services; Cooperative Programs; *Delivery Systems; *Developing Nations; Family Planning; Foreign Countries; Immunization Programs; *Long Range Planning; *Nutrition Instruction; Proposal Writing

This publication is designed for use by managers of community-based nutrition programs. The training modules included in this manual were produced and field-tested by the Centre for Development and Population Activities (CEDPA) as a special project providing focused technical assistance and project support to CEDPA training graduates. CEDPA provides management training and technical assistance to managers of family planning, and health and development programs in the Third World. This training package is divided into three modules, each containing a series of units on specific but related topics. The units are divided into session plans, handouts, reference materials, and training exercises. The first part provides up-to-date information about the nutrition and health problems of women and young children. Its objective is to promote and enable trainees to manage six basic community nutrition activities: growth monitoring, breastfeeding, home

ED 342 738 SP 033 599

Gormley, Kathleen A.; And Others
Prospective Teachers' Perceptions about Their Teacher Preparation and Success in Teaching: A Preliminary Analysis.
PUB DATE- 23 Oct 91
NOTE- 27p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 23, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; Elementary Education; Higher Education; Methods Courses; Practicums; *Preservice Teacher Education; *Relevance (Education); *Student Teacher Attitudes; *Student Teachers; *Student Teaching; Surveys; *Teacher Effectiveness
IDENTIFIERS- Reform Efforts

Future teachers were surveyed on their perceptions of the impact of their teacher preparation program upon their success in student teaching. Forty-one undergraduate elementary education majors were surveyed before and after the student teaching experience. Preliminary results suggest that prior to student teaching, these prospective teachers perceived themselves as having strong abilities to teach. Following student teaching these individuals: (1) continued to view themselves as capable teachers, especially when teaching whole classes and large groups; (2) exhibited less confidence when using nontraditional approaches to teaching, particularly cooperative learning, individualized instruction, and integrated approaches to reading and writing; (3) valued methods coursework and practicum experiences as the greatest contributors to an understanding of how to teach; and (4) began to comprehend the relevancy of general education to successful teaching. These results are discussed in relation to recent recommendations for reform in teacher education. A bibliography, five tables, and a copy of the student questionnaire are appended. (Author/LL)

ED 342 739 SP 033 603

Mock, Sally Goebert; Melnick, Steven A.
The Marginal Teacher: A Survey of Principals' Attitudes.
PUB DATE- 24 Oct 91
NOTE- 17p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Affective Behavior; Certification; *Classroom Observation Techniques; Elementary Secondary Education; Higher Education; Instructional Leadership; *Principals; Teacher Administrator Relationship; *Teacher Evaluation; Time Management
IDENTIFIERS- *Incompetence

This study was conducted to examine the preparation of principals to deal with incompetent or marginal teachers. There is some concern that principals may not be current on effective teaching techniques, may not have sufficient time during the day to deal with management demands as well as teacher

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Annotated Bibliographies; Cultural Awareness; Educational Environment; Elementary Secondary Education; English (Second Language); *Instructional Materials; *Intercultural Communication; Lesson Plans; Limited English Speaking; *Minority Groups; *Multicultural Education; *Teaching Methods

IDENTIFIERS- United States (Southeast)

This publication is designed to provide educators with useful information and examples on how teachers and students can better communicate and learn in today's culturally diverse classroom. Educators are given background information and resources for becoming more sensitive and responsive to the needs of students of different cultures and enriching the curiculum by infusing it with a multicultural perspective. Section 1 provides general background on cultural diversity and its impact on U.S. schools. Section 2 features programs and projects that teachers have successfully used to address the needs of culturally diverse school populations. Section 3 presents a compilation of structured strategies for developing cross-cultural awareness and sensitivity, and it suggests thematic activities, with related resources, that can be used in the classroom. Section 4 supplies a selection of multicultural resources; section 5 offers four appendices containing additional resources and information. The appendices include: "Helpful Hints for Working with New LEP Students"; "74 Instant Ideas for Classroom Teachers with ESL Students"; "Sample Culturgram"; and "Chronology of Key Historical Events by U.S. Ethnic Groups." A 31-item bibliography completes the volume. (IAH)

ED 342 760 SP 033 648

Student Expressions of Ethnic and Cultural Harmony in New York City.

SPONS. AGENCY- Foundation for Ethnic Understanding, New York, NY.

PUB DATE- Jan 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Creative Expression; *Creative Writing; *Cultural Interrelationships; Elementary School Students; Ethnic Groups; Ethnic Relations; Intermediate Grades; Minority Groups; Poetry; Primary Education; Urban Schools; Writing (Composition)

IDENTIFIERS- New York (New York); New York City Board of Education

Student Expressions of Ethnic and Cultural Harmony in New York City is a program designed to give students in grades 3-6 the opportunity to promote their visions of New York City as a center of harmony and understanding amid a wide range of racial, cultural, religious and linguistic diversity through the arts, both communication and visual. This bulletin contains a selection of expressions, in poetry and prose, by New York City public school students addressing the theme of "My Culture, Our City." (IAH)

ED 342 761 SP 033 650

Estes, Gary D.; And Others

Voss, James F.; Schauble, Leona
Is Interest Educationally Interesting? An Interest-Related Model of Learning.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beliefs; Educational Research; Elementary Secondary Education; Feedback; Higher Education; Interest Research; *Interests; Knowledge Level; *Learning Processes; Learning Theories; Models; *Motivation; *Objectives; Student Interests; *Values

Interest is examined in relation to its role in the learning process. A broadly based model of learning is presented, and implications of the model for the educational context are considered. In the framework presented, learning involves the perception, interpretation, and storage of information about the environment under particular motivational conditions that are generated by goals and interests. Acquired knowledge and beliefs are then used to accomplish goals and fulfill interests. Knowledge and beliefs influence the perception and interpretation of new information, which may include feedback indicating whether goals are being achieved. Information from the environment may lead to revisions of goals and interests, which provide motivational conditions for additional perception, interpretation, and learning. Interest is described as following and deriving from values, and in turn, generating the goals that motivate and direct processing. What is learned and what goals and interests a person develops are fundamentally an issue of value. A 42-item list of references and one flowchart illustrating a general model of learning are included. (SLD)

ED 342 780 TM 017 739

Yoon, Bokhee; And Others
Assessing the Content Validity of Teachers' Reports of Content Coverage and Its Relationship to Student Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 37p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Content Validity; *Course Content; Course Evaluation; Instructional Effectiveness; *Mathematics Achievement; Mathematics Tests; Questionnaires; Secondary Education; *Secondary School Students; *Secondary School Teachers; *Teacher Attitudes; Test Content; Test Items
IDENTIFIERS- Cross Validation; Instructional Sensitivity

The validity of teachers' reports of students' instructional experiences (content exposure or coverage) and content validity of a given course were studied by examining the consistency of reported content coverage for teachers across two consecutive years (1988 and 1989). In addition, the sensitivity of the test to instruction was examined by linking student performance patterns to instructional experiences of students as corroborating evidence of their relationship. Analyses were

NOTE- 25p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Case Studies; *Educational Assessment; *Educational Environment; Educational Policy; Elementary Secondary Education; Longitudinal Studies; Policy Formation; Program Evaluation; Program Implementation; School Districts; State Programs; *Student Evaluation; Test Use; *Theory Practice Relationship
IDENTIFIERS- Alternative Assessment; *Alternatives to Standardized Testing; California; Performance Based Evaluation

To understand how assessment, particularly alternative assessment, and practice interactions may differ among schools with different implementation contexts and different school cultures, this project is studying over time a set of schools representing different state and local policy contexts and including different student populations. Research questions are: (1) whether the implementation strategies facilitate or inhibit teacher use of information from alternative assessments; (2) how alternative assessments interact with teachers' perceptions of achievement and student ability; (3) how alternative assessments interact with teachers' instructional decisions; (4) how alternative assessments interact with students' perceptions of performance and abilities; and (5) how each of the above differs in different schools. Longitudinal case-study methods are being used in two phases. In phase 1, four sites in California are being studied; phase 2 may expand to include other schools and states. The project will result in a series of products that should enhance the understanding of policymakers, researchers, and practitioners about ways to implement alternative assessments to improve learning and teaching. One table summarizes the study framework. There is a 35-item list of references. (SLD)

ED 342 800 TM 017 967

Hansen, Joe B.
Is Educational Reform through Mandated Accountability an Oxymoron?
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Community Involvement; *Educational Change; Educational History; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Federal Legislation; Federal Programs; *School Districts; State Legislation; State Programs
IDENTIFIERS- *Mandated Tests; *Reform Efforts

The current accountability movement in education is examined in terms of its historical antecedents and federal versus state initiatives and requirements. The assumptions underlying the educational accountability movement are then considered, and refinements and extensions to these assumptions are proposed. The accountability movement in American education has been based on certain key assumptions, some of which have never been fully validated. These assumptions are as follows: (1) stricter accountability requirements lead to improvements in education; (2) meaningful educational improvements can be implemented through legislatively mandated accountability; (3) the most appropriate focal point for accountability-driven reform is the

DESCRIPTORS- *Change; Educational Assessment; Evaluation Methods; Evaluation Problems; *Family Programs; Guides; Knowledge Level; *Parent Child Relationship; Parent Education; Parenting Skills; *Portfolios (Background Materials); *Program Evaluation; Teaching Methods

IDENTIFIERS- *Authentic Assessment; *Family Literacy; National Center for Family Literacy; Performance Based Evaluation

The National Center for Family Literacy (NCFL) is addressing problems of evaluation of family literacy programs through portfolio assessment. Beginning in fall 1991, 15 programs began using portfolios to document parent-child interactions. This guide provides a description of the introduction of portfolio assessment into these programs and presents a method for overcoming problems and analyzing contents of the portfolios. The project will continue to evolve as teachers and parents collaboratively decide how portfolios will be used. NCFL portfolios document changes in knowledge and beliefs about parent-child relationships and changes in parenting practices. Different formats are used, ranging from file folders to videotapes and computer disks. Additions to the portfolio are made once a month in teacher-family conferences. Evaluation of the Portfolios is ongoing at these meetings. Specific questions that teachers might have are addressed, and problems that centers have encountered so far are described. As the use of portfolios unfolds, the NCFL will update this guide. One figure and a 28-item list of references are included. (SLD)

ED 342 820 TM 018 042

Smolen, Lynn; Newman, Carole

Portfolios: An Estimate of Their Validity and Practicality.

PUB DATE- Mar 92

NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (15th, Hilton Head, SC, March 5-9, 1992).

LANGUAGE- English

EDRS Price- EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Beginning Teachers; *College Students; Education Majors; Elementary Secondary Education; Employment Interviews; Higher Education; Mail Surveys; *Personnel Directors; Personnel Selection; *Portfolios (Background Materials); Preservice Teacher Education; *Principals; Student Developed Materials; Student Evaluation; *Superintendents

IDENTIFIERS- Performance Based Evaluation

As part of a research project about portfolios as a means of assessment for preservice teachers, the College of Education at a midwestern university formed a committee to review and rate student-developed portfolios. The committee evaluated student portfolios both for their evidence of attainment of beginning teacher competencies and also for their professional appearance. The committee surveyed 8 principals, 6 personnel directors, 5 curriculum directors, 15 assistant superintendents, 17 superintendents, and 10 persons with unidentified positions from 61 school districts employing the university's graduates, to study the usefulness of portfolios as interview tools. The idea was generally well received, with 50 of the respondents willing, 10 possibly willing, and 1 unwilling to look at an applicant's portfolio. Personnel directors were least willing to use portfolios. Principals were more interested than others in hard evidence of classroom skills, with interest in lesson plans, tests, classroom

DESCRIPTORS- *Asian Americans; *Cultural Differences; Economic Status; *Ethnic Groups; Health Needs; Immigrants; Languages; *Racial Differences; Refugees; Religious Differences; Urban Culture
IDENTIFIERS- California (Los Angeles); *Diversity (Groups)

This informational booklet describes the diversity among Asian Americans who, because of similar physical characteristics, are often assumed to be alike. Asian Americans differ not only in their families' national origin, but in just about every other way imaginable, including economic status, life experience, culture, customs, tastes, values, generation, religion, and personality. This booklet describes a range of differences among Asian Americans and gives examples for each under the following topics: (1) affluence; (2) health concerns; (3) differences in the reasons for immigration to the United States or time since arrival in the United States; (4) language differences; (5) generation gaps in language; (6) accents; (7) religious differences; (8) degrees of racial solidarity; and (9) preferences concerning terms used to describe racial or national identity. An appendix contains a summary of Asian immigration history from the 1840s to the present. (JB)

ED 342 838 UD 028 537

Dottin, Erskine S.
Humans, Labels, and the Sharing of Experiences: The Struggle for Human Development.
PUB DATE- 21 Feb 91
NOTE- 25p.; Paper presented at the Annual Minority Affairs Lecture at Louisiana State University (Shreveport, LA, February 21, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Altruism; *Human Relations; *Individual Development; Minority Groups; Racial Bias; Racial Identification; *Racial Relations; Self Actualization
IDENTIFIERS- *Humanistic Existentialism

Racial relations are considered within a discussion of what constitutes an effective human being. The term "minority status" is dehumanizing as it is currently used and defined. That which is cruel to and destroys other people is labeled "inhumane". A fully functioning person, program, or organization conforms to six evaluative criteria of human effectiveness. An effective human being exhibits certain relationships within and with the external world and is therefore a subject, not an object. This existential need for "self" affirmation is a characteristic common to all human beings. An effective human being acquires personal meaning and understanding of human phenomenon as a fundamental aspect of being educated. Such a person is also educated and developed so as to be what he or she wants to be and to be autonomous. Effective human beings also are responsible as they participate in decisions that affect their lives. Finally, effective human beings share with and care for others as to share with others is not to look out just for self but also to build relationships with others based on mutuality and to contribute to the further development of others. Included are 21 references. (JB)

ED 342 839 UD 028 539

Fraser, Lowrie A.

(NLA), and bilingual content area subjects. The project also offered student support services (career advisement, counseling, and extracurricular activities), staff development, and strong parent involvement activities. The program operated at Liberty and Lower East Side Prep High Schools in Manhattan and at Richmond Hill High School in Queens. The evaluation found that the project was fully implemented. Students received instruction in ESL, NLA, and bilingual content area subjects. The project's support services, extracurricular activities, staff development, and parent involvement components did take place. From records and testing data, the evaluation found that the project met its objectives for content area instruction, attendance, career advisement, attitude toward school, attitude toward students' own heritage, extracurricular activities, and guest speakers. It only partially met its dropout prevention goal; failed to met a staff development objective; and provided no data to evaluate ESL, NLA, and other staff and parental involvement goals. Three tables are included. (JB)

ED 342 857 UD 028 563

Parent Resources and Education Program (Project PREP) 1989-90. OREA Final Evaluation Report.
PUB DATE- Aug 90
NOTE- 11p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Programs; Economically Disadvantaged; *English (Second Language); High Schools; Inner City; *Limited English Speaking; *Literacy Education; *Mothers; *Parent Participation; Program Effectiveness; Program Evaluation; School Districts; Staff Development; Urban Schools
IDENTIFIERS- New York (Bronx); New York City Board of Education; *Project PREP NY

An evaluation was done of New York City Board of Education's Project, Parent Resources and Education Program (Project PREP) for 1989-90. In its first year of funding, the project served parents of students of limited English proficiency at South Bronx High School by aiming to increase parents' literacy and awareness of sources of assistance and to enable them to promote their children's academic success. The 12 participants were mothers who lacked literacy skills in their native languages and who had low incomes and little contact with English speakers. Through a participant survey, the evaluation found that participants were positive about their progress in language facility. The evaluation found that the project was only partially implemented as a result of low enrollment and attendance. Although the project met its goals for teaching English as a second language, developing an informational brochure, and developing curriculum, it did not meet its goals for parental involvement. In addition, it was impossible to evaluate the objective for staff development because of insufficient data and the very low number of participants. (JB)

ED 342 858 UD 028 564

To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) 1989-90. OREA Final Evaluation Report.
PUB DATE- Aug 90
NOTE- 14p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.

and village food production, oral rehydration therapy, immunization, and family planning. Part two focuses on developing trainee skills in nutrition project planning, including selection of interventions, work planning, budgeting, and proposal writing. The final part is designed to assist trainees to develop plans and instruments for managing critical elements of community nutrition programs: i.e., training field workers and community volunteers; supervision of nutrition workers and community activities; and the monitoring and evaluating of service delivery activities. (JD)

ED 342 721 SP 033 448

Stolworthy, Reed L.
Methodological Applications of Theory to Practice by Preservice Secondary School Mathematics Teachers.
PUB DATE- Oct 91
NOTE- 40p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperating Teachers; Higher Education; Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Rating Scales; Secondary Education; *Secondary School Mathematics; Self Evaluation (Individuals); *Student Teacher Evaluation; *Teaching Skills; *Theory Practice Relationship
IDENTIFIERS- *Teacher Competencies; Teacher Knowledge; *Washburn University of Topeka KS

A study of preservice student teachers involved 19 undergraduates certified to teach mathematics by the Washburn University (Kansas) teacher preparation program from fall 1984 to fall 1989. The study examined their ability to transmit knowledge of the subject to students through methodologies designed to translate theory into practice. The respective cooperating teachers (n=18) provided data regarding each student teacher's abilities, and the student teachers provided data by using the same evaluative device for assessing their own abilities in secondary school mathematics. Evaluations were made relative to their knowledge of the subject areas of trigonometry, business applications, analytic geometry, modern math, algebra, geometry, and arithmetic. The evaluations also looked at their ability to transmit subject matter to students using lectures, demonstrations, models, data analysis, and simulations. A third part of the evaluation measured their ability to translate theory into practice by providing projects, simulations, clear procedures, fully-explained results, and well-explained applications. Each evaluative instrument was based on a rating scale of 1-5. Data analysis indicated that the student teachers tended to rate themselves slightly higher than did the cooperating teachers. The cooperating teachers had a smaller standard deviation than did the student teachers. The 20 tables and the evaluative instruments are appended. (SM)

ED 342 722 SP 033 467

Meyer, John R.; And Others
Research & Consultation on: Access and Transition into Ontario Teacher Education for Under-Represented Groups.
SPONS. AGENCY- Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Oct 91
NOTE- 102p.

observation and assistance, and may not have sufficient resources available from the school district for training/retraining. It is also a concern that administrative certification programs may not provide adequate training in appropriate methods of evaluation and conferencing; consequently, stress may be created when an administrator deals with an unsatisfactory teacher. A survey created for this study using "The Administrative Attitudes Toward Unsatisfactory Teachers" instrument, was administered to 722 elementary and secondary public school principals in Pennsylvania. According to survey results, principals perceive that they use sound instructional leadership practices; report that they are fairly effective in dealing with unsatisfactory teachers; do not experience a great deal of psychological stress in dealing with unsatisfactory teachers; and find time management, supportive resources, and administrative certification programs are major problems. Four tables are appended. (Author/LL)

ED 342 740 SP 033 604

Morin, Suzanne M.; Welsh, Lesley A.
Teaching Efficacy Scale: Job Analysis and Theoretical Factors.
PUB DATE- Oct 91
NOTE- 14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; Higher Education; *Job Analysis; *Self Efficacy; *Teacher Attitudes; *Teacher Effectiveness; *Teaching Skills; Test Construction
IDENTIFIERS- Experienced Teachers; *Job Analysis Survey (NBPTS); National Board for Professional Teaching Standards; Preservice Teachers

The current emphasis on educational reform recognizes the importance of effective teachers as a basic component of quality schools. Current research is focusing on the characteristics of effective teachers. Self-efficacy, a component of social learning theory, has been shown to affect performance in many different areas. This study is the first phase of the development of a teaching efficacy scale. The purpose of this study is to develop a list of specific behaviors identified through a job analysis and derived from theory. The Job Analysis Survey is a 50-item, Likert-type scale comprised of 5 major categories identified as core components of teaching by the National Board for Professional Teaching Standards. This instrument was administered to preservice and practicing educators (N=43) in schools in Connecticut and Pennsylvania. The data were analyzed to identify the relative importance of the five major categories. In addition, the mean importance of each item was determined. The results of this job analysis will be used to determine the composition of the Teaching Efficacy Scale. (Author)

ED 342 741 SP 033 605

Jones, Donald W., Ed.
Restructuring the Teaching Profession. Proceedings of the Residential Teacher Education Workshop (44th, Muncie, Indiana, 1991).
PUB DATE- 91

Assessment Component of the California New Teacher Project: Second Year Technical Report. Volume 1.
SPONS. AGENCY- California Commission of Teacher Credentialing, Sacramento.; California State Dept. of Education, Sacramento.
PUB DATE- Feb 91
NOTE- 435p.; For the first-year report, see ED 323 197.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teacher Induction; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Measurement Techniques; Preservice Teacher Education; Teacher Certification; *Teacher Evaluation
IDENTIFIERS- California New Teacher Project; *New Teachers; Reform Efforts

This component of the California New Teacher Project describes comprehensive, innovative forms of assessment to be included in new teacher preparation and the credentialing process in order to promote successful induction of teachers into the profession. This report, organized into chapters, begins with an introduction that analyzes the administration and scoring of assessment instruments pilot-tested in 1990. The next chapter describes the pilot test design and processes used to evaluate the assessment approaches. The subsequent chapters present the assessment instruments in the following order: Secondary Life/General Science Teacher Assessment, Laboratory Science Assessment, Assessment of Competence in Monitoring Students in the Classroom, Language Arts Pedagogical Knowledge Assessment, and Secondary English Assessment. The report concludes with a discussion of ease of administration, scoring, content and format, costs, and technical qualities. The final chapter includes: a summary of the strenghts and weaknesses of the assessment approaches represented by these instruments; conclusions about the effective design of training for assessors and/or scorers; and an identification of policy issues. Extensive lists of tables, figures, and appendices complete the document. (LL)

ED 342 762 SP 033 651

Hafner, Anne L.; Green, Jennie Spencer
Multicultural Education and Diversity: Providing Information to Teachers.
PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Limited English Speaking; *Multicultural Education; Schools of Education; Second Language Instruction; *Teacher Education Curriculum; *Teaching Skills
IDENTIFIERS- Arizona; California; Nevada

Institutions of higher education in the western part of the United States have begun to respond to the challenges faced by teachers working with students from diverse cultural and ethnolinguistic backgrounds. To establish the extent to which institutions offer inservice courses related to multilingual settings, the METRO Center at the Southwest Regional Laboratory launched a project to collect and distribute informatiun to teachers and other school personnel about the typical courses based on teacher and student data from approximately 300 sections of high school mathematics classes (approximately 2,000 examinees) in California using results from the Algebra Readiness and Elementary Algebra examinations of the Mathematics Diagnostic Testing Program. Twenty teachers responded to a questionnaire about their coverage of the mathematics topics in both years. Overall, results indicate that the prevalence and type of coverage of topics were consistent with their curricular sequence across years. Patterns were consistent with logical expectations for the topic within a given course across years and across teachers. Cross-validation of teachers' responses on content coverage in a specific topic category (for a specific course) was successful. Insight into instructional practices was provided by questionnaire responses. Three illustrative figures and three appendices providing content coverage figures in nine tables are provided. A 31-item list of references is included. (SLD)

ED 342 781 TM 017 847

Laskey, Marcia L.; Totoraitis, Ann
Going the Extra Mile: Formal Diagnosis in the Learning Center.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Critical Thinking; *Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; Evaluation Criteria; Guides; High Risk Students; Intelligence Quotient; *Intelligence Tests; Language Tests; Learning Disabilities; Mathematics Tests; Memory; Reading Tests; Scores; *Student Evaluation; Test Reviews
IDENTIFIERS- Slosson Intelligence Test; Wechsler Adult Intelligence Scale (Revised)

An annotated list of tests for assessing students' learning abilities is provided in this document. Each annotation contains information that helps the educator gauge the negative and positive aspects of the tests. Information useful in understanding intelligence quotient (IQ) subscores and their implications is included. The tests described are categorized as reading tests, a comprehensive psychoeducational test, critical thinking tests, language tests, mathematics tests, memory tests, and an intelligence test. Classification ratings for IQs on the Wechsler Adult Intelligence Scale--Revised (WAIS-R) and Slosson Scales, implications of low scores and instructional applications of the verbal and performance tests of the WAIS-R, and implications of low scores and recommended instructional strategies for the annotated tests are outlined. Also included are 10 possible criteria for diagnosing learning disabilities and high risk students. Finally, six recommendations to facilitate learning for learning disabled students are provided in the following areas: (1) advocacy; (2) priority scheduling; (3) academic support; (4) developmental classes; (5) supplementary instructional materials; and (6) modifications of general examinations. A 13-item list of references is included. (SLD)

ED 342 782 TM 017 909

individual school; and (4) broad involvement of the school and district community is essential for successful accountability-driven school reform. The evidence supporting these assumptions is weak at best. Accountability has a legitimate role to play in school reform by stimulating the generation and reporting of data needed to evaluate reform efforts. Mandated accountability can be a useful lever for educational restructuring if it engenders change in cultural values of educators at all levels. There is an eight-item list of references. (SLD)

ED 342 801 TM 017 968

Aman, Michael G.
Assessing Psychopathology and Behavior Problems in Persons with Mental Retardation: A Review of Available Instruments.
PUB DATE- 91
NOTE- 241p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Disorders; Developmental Disabilities; *Diagnostic Tests; Evaluation Methods; Interviews; *Measures (Individuals); Medical Evaluation; Mental Disorders; Mental Health; *Mental Retardation; *Psychological Testing; *Psychopathology; Surveys

This survey of the instruments and methods that are currently available for assessing mental health problems in persons with mental retardation lists formalized instruments and interview techniques and evaluates them from a methodological perspective. Emphasis is on the assessment and classification of disorders rather than on the evaluation of adaptive behaviors or treatment effects. Information was solicited from several professional organizations with an interest in behavior, psychopathology, and developmental disabilities through letters sent to 50 prominent researchers and through computer searches of the literature. Approximately 40 relevant instruments were identified. These are described in three sections: (1) the more established instruments, most of which have been published, with detailed descriptions and thorough critiques; (2) relatively new or unpublished instruments, with brief summaries and critiques; and (3) relevant instruments considered peripheral to assessment of behavior disorders, with brief descriptions and no appraisal of psychometric characteristics. Eight tables summarize information about the instruments. Three appendices provide supplemental information about the survey process and the instruments reviewed. (SLD)

ED 342 802 TM 017 969

Marso, Ronald N.; Pigge, Fred L.
Classroom Teachers' Perceptions of the Extent and Effectiveness of Their Schools' Uses of Standardized Test Results.
PUB DATE- Feb 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (72nd, Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Classroom Techniques; *Elementary School Teachers; Elementary Secondary Education; *Evaluation Utilization; Mail Surveys; Rating Scales; School Districts;

management, student discipline statements, and evidence of computer skills. Assistant superintendents and superintendents were more interested in focusing on recommendations of other professionals who had previously examined the candidates. Surveys of wider samples of administrators should clarify the portfolios' reliability. The 29-item College of Education Portfolio Survey, 5 tables, and a 15-item list of references are included. (SLD)

ED 342 821 TM 018 142

Chelimsky, Eleanor
National Assessment Governing Board (NAGB) Achievement Levels. Interim Letter Report.
PUB DATE- 11 Mar 92
NOTE- 20p.; Letter to the Committee on Education and Labor and the Subcommittee on Elementary, Secondary, and Vocational Education of the House of Representatives.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Standards; Data Analysis; Government Role; Letters (Correspondence); National Programs; Program Evaluation; *Reliability; *Research Methodology; Research Reports; Testing Programs; *Validity
IDENTIFIERS- *National Assessment Governing Board; National Assessment of Educational Progress; National Center for Education Statistics; Standard Setting

This letter is an interim response to the October 7, 1991 request from the Committee on Education and Labor and the Subcommittee on Elementary, Secondary, and Vocational Education of the House of Representatives asking for a review of the National Assessment Governing Board (NAGB) achievement levels for the National Assessment of Educational Progress (NAEP). It summarizes findings and conclusions to date. The General Accounting Office (GAO) reviewed the record of the development and results of the NAGB's level-setting approach from early 1989 to the present and interviewed government and testing contractor (Educational Testing Service) staff. In examining the achievement levels, the GAO found problems of procedure, reliability, validity, and reporting. Problems seem sufficiently serious to preclude continuing the application of the achievement levels. It is contended that too much is uncertain to support the NAGB's decision to organize the reporting and analysis of the 1992 NAEP results around achievement levels. Even with continued improvement in the item judgment method of setting standards, the approach does not seem suitable. The NAGB apparently conducted only a cursory review of alternative methods for setting standards. Recommendations are made for realigning the functions of the NAGB and the National Center for Education Statistics or for strengthening the capacity of the NAGB to make sound technical decisions. Three enclosures provide additional information about the NAEP and the achievement levels. (SLD)

ED 342 822 UD 026 700

Weis, Lois, Ed.
Class, Race, and Gender in American Education.
PUB DATE- 88
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Evaluation of Chapter I Take-Home Computer Program 1990-91.
Report No. 7, Vol. 26.
PUB DATE- Dec 91
NOTE- 44p.; For an earlier report, see ED 337 531.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Compensatory Education; *Computer Assisted Instruction; Computer Oriented Programs; Elementary Education; *Elementary School Students; *Home Programs; Home Study; Mathematics Achievement; Middle Schools; Parent Attitudes; *Parent Participation; *Program Evaluation; Reading Achievement; School Districts; Urban Schools
IDENTIFIERS- *Atlanta Public Schools GA; Education Consolidation Improvement Act Chapter 1; Middle School Students

This report evaluates the Chapter I Take-Home Computer (THC) Program established in five elementary schools and four middle schools in academic year 1990-91 in the Atlanta (Georgia) Public Schools. The program involved sending 180 computers home for 6-week periods only with those students who had parents who were willing to attend a meeting and work with their children. To evaluate the project, a group of Chapter I eligible students was selected from other schools as a control group. The Iowa Tests of Basic Skills (ITBS) measured the students' achievements in mathematics and reading. No significant difference was observed between the control and experimental students. A second analysis separated scores of elementary school and middle school students. This analysis found a significant difference in the gain for middle school students in mathematics, but not in reading. There were no significant differences in scores for the elementary school students. These findings suggest that for a successful program, the time for the computer to be in the home should be increased, and more middle school students should be involved in the program. Included are 13 tables. Two appendices contain the curriculum outline, evaluation questions, and a summary of parent responses to an evaluation question. (JB)

ED 342 840 UD 028 540

Popwell, Emma P.
The After-School Program for School-Age Children. A Descriptive Report. Report No. 13, Vol. 25.
PUB DATE- Jun 91
NOTE- 18p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Elementary Education; *Elementary School Students; Enrichment Activities; Homework; *Latchkey Children; Middle Schools; Physical Recreation Programs; Program Descriptions; *Program Design; *School Age Day Care; School Community Relationship; School Districts; Self Care Skills; Urban Schools
IDENTIFIERS- *Atlanta Public Schools GA; Middle School Students

This report describes the administrative structure and program design for an after-school program for school age children (aged between 5 and 13 years) in the 1990-91 school year in the Atlanta (Georgia) Public Schools (APS). The program took policy and regulations from the pertinent Board of Education policy and guidelines and was administered by teams consisting of personnel from the APS system and from the contracted sponsoring agency at 56 elementary school and middle school

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Career Education; Chinese Americans; Economically Disadvantaged; *English (Second Language); High Schools; *Hispanic Americans; *Immigrants; Korean Americans; *Limited English Speaking; Parent Participation; Program Evaluation; Spanish Speaking; Staff Development; Urban Schools; Vietnamese People
IDENTIFIERS- New York (Queens); New York City Board of Education; Project EXPLORE NY

An evaluation was done of New York City Board of Education's Project To Examine and Plan for Occupational Requisites and Employment (Project EXPLORE) for 1989-90. In its first year of funding, the project served 427 students of limited English proficiency and 58 English proficient students at Aviation and Long Island City High Schools in Queens. Project EXPLORE provided English as a Second Language (ESL) instruction, career education, and Spanish Native Language Arts (NLA). The participants were primarily recent immigrants from low-income families, who spoke Spanish, Chinese, Korean, or Vietnamese as their first languages. Using data from pretests, posttests, and school records, the evaluation found that the project was fully implemented and offered instruction in ESL, Spanish NLA, and content area instruction. Project EXPLORE also offered activities for staff development, parental involvement, and cultural enrichment. The project met its objectives in ESL, NLA, career education, attendance, staff development, and parental involvement. Guidance objectives were partially met. Project EXPLORE's strengths included its effectiveness in achieving its instructional objectives and facilitating supportive peer group relationships. (JB)

ED 342 859 UD 028 565

School Dropout Demonstration Amendments. Committed to the Committee of the Whole House on the State of the Union. House of Representatives, 102nd Congress, 1st Session. Report, Together with Supplemental Views (To Accompany H.R. 2313).
PUB DATE- 23 May 91
NOTE- 10p.; Includes cost estimate of the Congressional Budget Office. Report submitted by Representative Ford, of Michigan.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Collection; Dropout Prevention; *Dropout Programs; Dropout Research; Early Intervention; *Educational Legislation; Elementary Secondary Education; Federal Aid; *Federal Legislation; Federal Regulation; *Financial Support; Mentors; Reentry Students
IDENTIFIERS- Congress 102nd

This document is a formal analysis of and report on the House of Representative's Bill 2313, the School Dropout Demonstration Amendments; the Bill amends the School Dropout Demonstration Assistance Act of 1988, but authorizes continued funding for the original 1988 legislation, which established funding for dropout prevention programs, reentry programs, early intervention programs, and model systems for collecting and reporting information about dropouts. The report on the proposed legislation contains a brief introduction, a description of a hearing held concerning the Bill in Flint (Michigan), and a more detailed description of the background for the legislation (the original Bill, funding extensions, and the need for the legislation). Another section describes the following major changes outlined in the Bill: (1) allowing

LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; College Admission; College Bound Students; Cultural Awareness; Cultural Pluralism; Educational Discrimination; *Equal Education; Foreign Countries; Higher Education; High School Students; *Minority Groups; Minority Group Teachers; *Preservice Teacher Education; School Holding Power; Secondary Education; *Student Recruitment
IDENTIFIERS- Middle School Students; Ontario

This research project analyzed results of data collection from surveys of and interviews with a population of underrepresented groups at three Canadian university sites: Windsor, London, and Thunder Bay (Ontario). The project designed a program for transition from secondary and/or undergraduate university level education or concurrent or consecutive teacher education programs. It created a model for access and admission of targeted underrepresented candidates to Ontario (Canada) bachelors of education and teacher certification programs, and it made proactive recommendations to appropriate institutions and government agencies. Researchers surveyed students in a preservice teacher education program (to determine ethnic and educational background), conducted interviews with the students (to elicit family, educational, and career data), canvassed Canadian faculties of education (to compare admissions policies and procedures), and collected teacher education admissions data (to determine ethnocultural origins). The report presents eight recommendations in the areas of recruitment, retention, and admissions of students from minority groups. Eight appendices present: Teacher Apprenticeship Program; South Carolina Teacher Cadet/ProTeam Program; Oklahoma Minority Teacher Recruitment Model; Minnesota Multicultural Teacher Development Project; Written Survey Sample for the Faculty; Structured Student Interview Sample; Teacher Education Application Form; and Teacher Education for America's Minorities Project (TEAM). (SM)

ED 342 723 SP 033 471

Moore, Arnold J.; And Others
The Comparative Quality of Beginning Teachers as Perceived by Experienced Principals and Teachers.
PUB DATE- Nov 91
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Lexington, KY, November 13-15, 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; Principals; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation

This paper presents results of a research project which explored how veteran teachers and administrators compare and contrast the effectiveness and quality of recent teacher education graduates in relation to that of experienced teachers. Data were sought from a national sample of experienced principals and teachers on selected characteristics, competencies, and abilities of pre-1983 and post-1983 graduates, The study utilized an original three-part instrument which included an opportunity to comment on the reasons for the differences

NOTE- 253p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College School Cooperation; *Educational Change; Educational Environment; Educational History; *Educational Principles; Elementary Secondary Education; Higher Education; High Risk Students; *Preservice Teacher Education; *School Restructuring; *Teacher Education Curriculum; Teacher Workshops; *Teaching (Occupation)
IDENTIFIERS- America 2000; American Association of Colleges for Teacher Educ; National Education Goals 1990; North Central Accrediting Association

This volume contains 17 papers and reports from the 1991-92 Teacher Education Project sponsored by the North Central Accrediting Association and the American Association of Colleges for Teacher Education. Chapters include: (1) "Introduction to the NCA/AACTE Teacher Education Project" (D. Jones); (2) "The 44th Annual Workshop, Summer 1991" (D. Jones); (3) "About the 1991-1992 Workshop Participants" (D. Jones); (4) "Special Presentations and Materials" (D. Jones); (5) "Factors Impacting Education: Historical Perspectives" (H. Forge, L. Kemp, K. Patterson); (6) "Present Needs for Restructuring" (S. Bone, C. Fiscus, M. Petroff); (7) "A Look to the Future: Restructure Will Be Necessary" (E. Clary, B. Gage, W. Sarty, E. Wright); (8) "AMERICA 2000: Will It Work?" (S. Bone); (9) "Restructuring for Quality: Implications for Teacher Education" (E. Clary); (10) "Restructure Teacher Education Programs?" (H. Forge); (11) "Collaboration: A Means of Enhancing the Education of Teachers and Children" (B. Gage); (12) "Perspectives on Restructuring Teacher Education: A Conceptual Paradigm for Educating 21st Century Teachers" (L. Kemp); (13) "Collaboration in Education: Implications for Restructuring Teacher Education" (L. Kemp); (14) "The Restructuring of American Education: What Is Really Needed?" (K. Patterson); (15) "At-Risk Students Caught in a System at Risk" (M. Petroff); (16) "Teaching and Teachers: A Changing Emphasis" (W. Sarty); and (17) "Meet the New School" (E. Wright). (IAH)

ED 342 742   SP 033 607

Harris, Larry B.
Developing School/College Partnerships in Rural Regions. A Philosophical Rationale.
PUB DATE- Feb 92
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Antonio, TX, February 25-28, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Rural Schools; School Restructuring; Teacher Education Curriculum
IDENTIFIERS- America 2000; *Goodlad (John I); National Education Goals 1990; Wayne State College NE

The simultaneous restructuring of K-12 schools and teacher education programs located in rural regions is of primary importance. This paper explores the philosophical and theoretical rationales for the establishment of partnerships and inservice staff development activities currently offered by colleges, universities, and county offices of education in California, Arizona, and Nevada. A guide was developed that provides information to teachers about courses designed to increase their knowledge and ability to deliver instruction to students with limited English proficiency (LEP). In developing the guide, teacher needs as well as effective strategies for teaching LEP students were identified, the types of courses and training currently offered to teachers were described, and course features were summarized for two areas, Los Angeles County (California) and Arizona. Course and training features were then compared with previously identified teacher needs. The major unmet needs of teachers are skills in integrating academic content knowledge with English language development, developing literacy skills, and in assessing student language proficiency in students' native language and English, as well as knowledge of subject matter and first and second language acquisition. Implications for administrators of teacher training institutions and providers of inservice programs are discussed. (Author/IAH)

ED 342 763 SP 033 652

Gary, Karla P.
Enhancing Effective Communication between Teachers and Parents through Interactive Inservice Training.
PUB DATE- Dec 91
NOTE- 69p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Communication Skills; *Conflict Resolution; Elementary Secondary Education; Higher Education; Improvement Programs; *Inservice Teacher Education; *Interaction Process Analysis; *Parent Teacher Conferences; *Parent Teacher Cooperation; Practicum Papers; Role Playing

Teachers often feel intimidated or defenseless when dealing with issues of concern and conflict during parent-teacher conferences. Teachers have indicated a need for: (1) training in effective conferencing skills; and (2) learning to approach parents as cooperative individuals willing to participate in the total educational process of their children. To fulfill a practicum requirement, a series of inservice workshops were conducted for the purpose of improving parent-teacher communication. Interactive inservice sessions were developed and implemented which emphasized both conflicting and nonconflicting educational situations. Teachers participated in role-playing exercises, discussions, and consultations; they were rated on behavior checklists and formally evaluated upon completion of training. Results suggest that significant growth in effective parent-conferencing communication skills emerged for the target sample population; and evaluations demonstrated 50-100 percent growth in competency frequency measures. Supportive surveys, competency based checklists, handouts, and pre/posttest data are appended. Tables include pretest scores, an evaluation checklist, a behavioral checklist summary, and a pre/posttest summary. (Author/LL)

ED 342 764 SP 033 653

Ambrosio, Anthony L.; And Others
Factors Related to Equitable Teaching: Implications for an Equity Issues Course.
PUB DATE- Aug 91

Bossone, Richard M., Ed.; Polishook, Irwin H., Ed.
Educational Assessment. Proceedings: Conference of the University/Urban Schools National Task Force (13th, Atlanta, Georgia, November 8-9, 1991).
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Papers; Curriculum Development; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Instructional Improvement; Mathematics Instruction; *Policy Formation; Program Evaluation; Reading Instruction; Science Instruction; *State Programs; Student Evaluation; Testing Problems; *Testing Programs; Workshops; Writing Instruction
IDENTIFIERS- *Authentic Assessment; National Education Goals 1990; Performance Based Evaluation

At this conference on educational assessment, there was consensus among participants on the importance of the use of assessment to improve instruction, enhance the curriculum, and allow policy makers to measure achievement. There was less consensus about the best forms of assessment to use. The following conference papers are provided in this document: (1) "The National Education Goals Report" (P. D. Forgione, Jr.); (2) "Assessing the Business Roundtable's 1990s Education Initiatives" (M. T. Nettles); (3) "National Assessment for Educational Progress" (A. E. Lapointe); (4) "Georgia State Assessment Program" (S. Bernknopf); (5) "Los Angeles City School Assessment Program" (F. I. Stevens); (6) "Philadelphia School District Assessment Program" (R. C. Altman); (7) "Assessment in Mathematics Instruction" (T. J. Cooney); (8) "Assessment in Science Instruction" (A. B. Champagne); (9) "Assessment in Reading and Writing Instruction" (S. W. Valencia); and (10) "Summation" (R. Rothman). (SLD)

ED 342 783 TM 017 938

National Comparisons. The 1989 Massachusetts Educational Assessment Program.
PUB DATE- Sep 90
NOTE- 26p.; For a description of test content and reporting categories, see ED 338 667.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Mathematics Achievement; *National Programs; Reading Achievement; *State Programs; *Testing Programs; Test Results; United States History
IDENTIFIERS- *Massachusetts Educational Assessment Program; *National Assessment of Educational Progress; Science Achievement

This report compares information gathered from the Massachusetts Educational Assessment Program (MEAP) test administrations of 1986 and 1988 with data from the National Assessment of Educational Progress (NAEP) tests given those same years (mathematics and science in 1986 and reading and United States history in 1988). The focus is on how Massachusetts schools and students measure up to national performance. Achievement scores of Massachusetts students are well above those of students nationwide. At all grade levels (4, 8, and 12) and in all

*Secondary School Teachers; *Standardized Tests; *Teacher Attitudes; Testing Problems; *Test Results; Test Use
IDENTIFIERS- *Ohio; Teaching to the Test

Approximately 225 classroom teachers representing 97 randomly selected Ohio school districts participated in this study. They were selected as being most able to accurately inform researchers of their districts' standardized testing practices. Responding to a mailed survey, these teachers rated their schools regarding the extent of use and the degree of effectiveness of uses for 17 testing practices. Major findings were that: (1) teachers varied little between their extent and effectiveness ratings; (2) elementary school teachers perceived more extensive and effective use of standardized test results than did secondary school teachers; (3) elementary school teachers perceived more diversity in the extensiveness and effectiveness of tests used for instructional purposes as compared to less instructionally related practices than did secondary school teachers; (4) teachers perceived more extensive and effective uses of standardized test results for non-instructional than they did for instructional purposes; and (5) few schools appeared to have established practices to facilitate the use of the results from standardized testing. There are three tables of study findings and a 16-item list of references. (Author/SLD)

ED 342 803 TM 017 971

McMorris, Robert F.; And Others
Why Do Young Students Change Answers on Tests?
PUB DATE- 91
NOTE- 22p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Behavior Patterns; *Elementary School Students; Grade 5; Grade 6; High Achievement; Intermediate Grades; Interviews; *Scores; Sex Differences; *Student Attitudes; *Test Wiseness
IDENTIFIERS- *Answer Changing (Tests)

Effects of answer changing on tests by 133 fifth- and sixth-grade students were investigated to determine the degree to which these students changed answers, the extent to which they gained from changing, and the reasons they advanced for the changes. Students were from a predominantly suburban district (n=88) and a predominantly rural district (n=45). Relationships of answer changing behavior with test score, gender, and test-taking strategy were also examined. The majority of changes were wrong-to-right for all subgroups. High-scoring students changed fewer answers but had a higher proportion of changes from wrong-to-right than did other students. Reasons for changing, determined through interviews, were similar to those given by adults in previous studies, but with more clerical changes. For each test-taking strategy, students who changed tended to gain. Students should not be discouraged from changing answers on tests, especially given the preponderance of gain from changing, even for subgroups. Three tables present study data and there is a 21-item list of references. (Author/SLD)

ED 342 804 TM 017 973

Bobbett, Gordon C.; And Others
Student Outcome and Policymaking: An Analysis of Tennessee's Report Cards on Schools (Why Do We Bet on .25 When .75 Is Running Loose?).

PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Black Students; Educational Environment; Elementary Secondary Education; *Equal Education; Females; Hispanic Americans; Mathematics Education; Postsecondary Education; *Racial Differences; Racial Identification; Racial Integration; Science Education; Self Concept; *Sex Differences; Sex Role; *Social Differences; Social Integration; Social Stratification; Social Structure; Socioeconomic Status; *Track System (Education); Urban Education; White Students
IDENTIFIERS- Appalachia; Hispanic American Students

This volume of essays on class, race, and gender in American education contains an introduction by Lois Weis. Cameron McCarthy and Michael W. Apple contributed an overview, "Race, Class, and Gender in American Educational Research: Toward a Nonsynchronous Parallelist Position." The book has two parts. Part 1, "Different Knowledge, Unequal Structures, Unequal Outcomes," comprises the following papers: (1) "Nested Contexts" (Sally Lubeck); (2) "Hispanic-American Children's Experiences in Classrooms: A Comparison between Hispanic and Non-Hispanic Children" (Flora Ida Ortiz); (3) "Gender Identity and the Technology of Office Education" (Linda Valli); (4) "Tracking in Mathematics and Science Education: A Structural Contribution to Unequal Schooling" (Jeannie Oakes); (5) "Hispanic Student Retention in Community Colleges: Reconciling Access with Outcomes" (Amaury Nora and Laura Rendon); and (6) "A Rationale for Integrating Race, Gender, and Social Class" (Christine E. Sleeter and Carl A. Grant). Part 2, "Cultural Forms in School," comprises the following papers: (1) "Class Stratification, Racial Stratification, and Schooling" (John U. Ogbu); (2) "High School Girls in a De-Industrializing Economy" (Lois Weis); (3) "Black Visibility in a Multi-Ethnic High School" (James Stanlaw and Alan Peshkin); (4) "Urban Appalachian Girls and Young Women: Bowing to No One" (Kathryn M. Borman, Elaine Mueninghoff, and Shirley Piazza); (5) "Black Cultural Forms in Schools: A Cross-National Comparison." (R. Patrick Solomon); (6) "Women's Ways of Going to School: Cultural Reproduction of Women's Identities as Workers" (Dorothy C. Holland and Margaret A. Eisenhart); and (13) "Symbolic Economy of Identity and Denial of Labor: Studies in High School Number 1" (Philip Wexler). Each of the papers includes a list of references. Information about the authors is appended. An index is included. (BJV)

ED 342 823   UD 027 020

Complaint for Injunctive and Declaratory Relief for Violations of Article I, Section 7 (a) and Article IV, Section 16 of the California Constitution: State Equal Protection Guarantees Re Allocation of Educational Resources. Filed in Superior Court of the State of California, for the County of Los Angeles, August 1986.
PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Advantaged; Asian Americans; Black Education; Constitutional Law; *Court Litigation; *Economically Disadvantaged; Educational Discrimination; *Educational Equity (Finance); Educational Opportunities; Educational Resources; Elementary Secondary Education; *Equal

sites. Of those sites, some received funds and in-kind support, while others received in-kind support only. The programs operated between 2:30 PM and 6:00 PM on days that school was in session. Enrollment varied based on need and local facilities; in the 1990-91 school year, 2,154 students received funds and in-kind support, and 1,424 students received in-kind support only. The fees were on a sliding scale. A ratio of 1 adult to 15 children was maintained. Program components included education, enrichment, nutrition, recreation, and parental contributions. Parents provided transportation and purchased student insurance. Program goals were to provide low-cost supervised learning and enriching experiences for children who must wait alone or with a sibling for parents to return from work. Program objectives included the following: (1) reducing the numbers of latch-key children; (2) providing homework/school support; (3) providing cultural enrichment; (4) providing physical recreation; (5) teaching self-care skills; and (6) broadening community support and ties to the schools. Two tables are appended. (JB)

ED 342 841 UD 028 543

Steele, R.
Mentoring: An Effective Tool for Retention of Minorities.
PUB DATE- Oct 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Persistence; Black Education; *College Students; Collegiality; *Education Majors; *Graduate Students; Higher Education; Interpersonal Relationship; *Mentors; *Minority Groups; Minority Group Teachers; *Professional Development; School Holding Power; Teacher Student Relationship

Mentoring is an effective tool for retaining minorities who are in higher education and on the path to productive careers. Within business organizations, the link between mentoring and career advancement is widely acknowledged. The stages of mentoring functions include the following: (1) teaching techniques in a guided apprenticeship; (2) counseling, supporting, and introducing the protege to key people; (3) intervening with influence; and (4) recommending and sponsoring the protege for positions. Within higher education, current data seem to indicate a positive relationship between the numbers of black faculty at predominantly white institutions and recruitment, admissions, and graduation rates of black students. However, on many campuses, the gap between admission rates for minorities and graduation rates may be due to the lack of real support during the college experience. In addition, aspects of the minority experience in graduate education may have negative consequences for career development if students are not included in collaborative socialization with faculty. Such experience can be key to later career development. A survey of students on a campus integrated since 1960 found that minority faculty were involved with students and visible on campus only to a very low degree. It is concluded that mentoring may make a real difference to minority students. Included are one table and seven references. (JB)

ED 342 842 UD 028 544

O'Connell, Mary
School Reform Chicago Style: How Citizens Organized To Change

mentoring programs to be funded under this legislation; (2) increasing the reservation of funds for evaluation; (3) clarifying continuing eligibility of existing grantees; and (4) clarifying matching requirements. Subsequent sections note the committee approval for the Bill, an oversight statement, an inflationary impact statement, a Committee on Government Operations oversight statement, estimate of the cost for the legislation, and a section by section analysis of the Bill itself. Included is a statement by Representative C. A. Hayes, the original author of the 1988 legislation. (JB)

ED 342 860 UD 028 568

Pluralism in the Professoriate: Strategies for Developing Faculty Diversity. Minority on Campus Series .
PUB DATE- 91
NOTE- 30p.; For related documents, see UD 028 569-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Campuses; *College Faculty; Cultural Pluralism; Employment Interviews; *Employment Practices; Employment Programs; *Equal Opportunities (Jobs); *Faculty Integration; Faculty Promotion; Faculty Recruitment; Higher Education; Labor Market; Long Range Planning; *Minority Group Teachers; Personnel Selection

This booklet describes strategies and issues for recruiting and retaining minority faculty for greater diversity among faculty at colleges and universities. The booklet proposes that institutions must take both short-term and long-term measures; short-term efforts should increase institutional attractiveness to currently eligible minority individuals, and long-term strategies should increase the pool of minority candidates. The first section of this document is an introduction. The second section discusses the importance of the campus environment in which minority faculty will be expected to work and live. Ten steps to develop a multicultural environment are listed. The third section lists the following short-term strategies for recruiting minority faculty: (1) developing position descriptions; (2) advertizing strategies; (3) contacting minority networks; (4) conducting telephone surveys and site visits; (5) using search consultants; (6) searching beyond higher education; (7) concentrating on certain fields; (8) interviewing; (9) defining the president's role; (10) understanding accreditation requirements; and (11) involving state government. The fifth section describes recruitment alternatives for smaller institutions, emphasizing interim and cooperative solutions. A section on long-term strategies suggests five 5- to 10-year efforts and six 10-year plus efforts. Concluding comments reiterate the importance of faculty diversity. (JB)

ED 342 861 UD 028 569

Independent Minority Colleges & Universities: National Models of Educational Pluralism. Minority on Campus Series .
PUB DATE- 91
NOTE- 27p.; For related documents, see UD 028 568-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

between the two groups. The 500 respondents rated post-1988 graduates significantly higher than pre-1983 graduates in the following areas: (1) understanding of the nature and structure of relevant subject matter; (2) ability to individualize instruction; (3) ability to organize the classroom to create a positive environment for student learning; (4) providing enrichment within courses taught or in curricular areas; (5) working with students and parents of different cultures or races; (6) teaching critical thinking and problem solving skills; (7) establishing high expectations for students; and (8) motivating all students to their maximum potential. Pre-1983 graduates were rated higher in only one area, namely, modeling and expecting correct usage of standard English. The survey form is appended. (IAH)

between a regional institution of higher education (IHE) and the local schools in the rural region served by the IHE. The rationales for the development of partnerships are centered on the need for changing school practices based on the needs of society for the future and on several of John Goodlad's Postulates for teacher preparation. In addition to reviewing eight of Goodlad's postulates, the paper reviews U.S. government publications and Business Roundtable on the skills and attitudes required because of societal change. The paper also describes a partnership between Wayne State College (Nebraska), two educational service units, and 37 public school districts. (Author/IAH)

ED 342 743   SP 033 608

Pigge, Fred L.; Marso, Ronald N.
The Nature of the Differences between 1985 and 1990 First-Year Teachers' Reports of Job Entry Reality Shock.
PUB DATE- Feb 92
NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Orlando, FL, February 15-19, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Comparative Analysis; Elementary Secondary Education; *Field Experience Programs; Higher Education; Job Satisfaction; Preservice Teacher Education; Teaching Experience; *Vocational Adjustment; *Work Attitudes; Work Environment
IDENTIFIERS- Bowling Green State University OH; *Job Expectations; Reality Research; Teacher Surveys

This study was conducted to compare a 1990 sample of beginning teachers with a 1985 sample of beginning teachers who had graduated from the same university. The study was designed to test the hypothesis that the 1990 sample, which had experienced greater emphasis on field experiences and structured beginning teacher induction programs, would report less job entry reality shock than the 1985 sample. Near the completion of their first year of teaching, the 1990 sample (N=60) and the 1985 sample (N=90) of elementary and secondary teachers rated 24 teaching work conditions on two Likert scales in two ways: (1) by recalling prior-to-job expectations; and (2) in terms of actual on-the-job work experiences. The 1990 sample reported the new teachers experiencing job reality shock for 3 of 24 teaching work conditions, whereas the 1985 sample had reported these teachers experiencing job entry reality shock for 18 of the 24 teaching work conditions. The findings indicate that an increase in field experiences along with new teacher induction programs may result in a decrease of beginning teacher job entry reality shock. However, design limitations of the study suggest that results be accepted with considerable caution. Four tables are appended. (LL)

NOTE- 14p.; Paper presented at the Conference of the American Psychological Association (San Francisco, CA, August 1991).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Mathematics; *Elementary School Science; Elementary School Students; Elementary School Teachers; *Equal Education; Higher Education; Mathematicians; *Preservice Teacher Education; Scientists; Sex Fairness; *Sex Stereotypes; *Teaching Skills
IDENTIFIERS- Attitudes Toward Women Scale; Bem Sex Role Inventory; National Science Foundation

This study was conducted to examine sex typing of mathematicians and scientists and to evaluate a course, "Equity Issues in a Technological Society," designed to sensitize students to gender inequities in education and to expose them to more equitable teaching strategies. Subjects were 248 entering undergraduate university students enrolled in an elementary teaching program. Of these, 127 agreed to enroll in specific courses designed to enhance equitable teaching while those remaining served as controls. All subjects completed a battery of tests at the beginning of the project including the Teaching Strategies Test (TS), developed for use in this research. The TS was administered as a pre/post test to students participating in the course as well as to the control group. Results indicate that the course was successful in increasing students' awareness of effective equitable teaching strategies and useful in preparing prospective elementary teachers to teach mathematics and science in an equitable manner. Further research is recommended, which should include the degree to which equitable teaching strategies are employed in actual practice and their impact on pupils. (Author/LL)

content areas, with the exception of grade-12 history, Massachusetts students had scores above the national averages. Reading was the area of greatest relative strength. Future reporting by Massachusetts and the NAEP may indicate that the advantage of Massachusetts students is not as high as it currently appears; nevertheless, the result is outstanding. The student population of Massachusetts appears fairly typical of the national population, particularly in terms of home and educational background. Results provide some evidence that teachers in the upper grades are not building enough on the gains of the earlier grades. Comparisons are summarized in five tables. Two appendixes contain a brief description of the MEAP and the adaptation of the NAEP to the MEAP. (SLD)

ED 342 784 TM 017 939

Keith, Jo Ann; And Others
Colorado Public School Annual Dropout Rates, Grades Seven through Twelve, 1990-91 and Class of 1991 Graduation Rates.
PUB DATE- Dec 91
NOTE- 183p.; For earlier reports, see ED 326 785 and ED 329 577.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Rate; Dropout Research; Dropouts; *Graduates; *Public Schools; School Districts; School Holding Power; *School Statistics; Secondary Education; *Secondary School Students; *State Surveys; Student Attrition; Tables (Data)
IDENTIFIERS- *Colorado

This report provides information on the number of students who dropped out of Colorado's public schools during the 1990-91 school year. The dropout rate is an annual rate reflecting the percentage of all students in grades 7 through 12 who leave school during the reporting period and are not known to transfer to other schools or a general education development program. In 1990-91, Colorado's dropout rate was 3.6% (9,978 students), which represents a significant decline in dropouts compared to 11,075 dropouts in 1989-90. Approximately one-fifth of the 1989-90 dropouts returned to school the following year. Also given are graduation figures for the class of 1991. The graduation rate was 79.8%, a 4-year rate based on ninth graders from 1987-88. Sixty-seven school districts (38%) had a graduation rate at or above 90%, and 31% of all public high schools in Colorado had a graduation rate of 90% or better. Data are presented in 10 tables. A final section contains questions and answers about Colorado's dropout and graduation rates and the source of information. (SLD)

PUB DATE- 22 Feb 92
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Diego, CA, February 22, 1992).
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Educational Assessment; Elementary Secondary Education; *Outcomes of Education; *Policy Formation; Predictor Variables; Profiles; *Report Cards; *School Districts; Scores; Standardized Tests; State Programs; *Student Evaluation; Testing Programs; Test Results; Test Use
IDENTIFIERS- *Tennessee

The relationships among factors reported on a set of report cards developed for local school districts in Tennessee were studied. The analysis offers information about how selected factors relate to student outcome. Each year, Tennessee's State Board of Education produces a report card on each school district using data provided by the district and the Department of Education. Report cards contain information on student outcomes (achievement test scores) and district characteristics. The following research questions guided the study: (1) how district characteristics relate to academic achievement; (2) how district characteristics relate to each other; (3) how districts perform in terms of characteristics reported; (4) whether reported characteristics represent all factors that influence student achievement; and (5) how this study can inform educational policy. A profile of 139 Tennessee school districts was developed. The eight factors investigated accounted for only 26.5% of whatever related to mean student outcome (test scores). Significant positive correlations with achievement were found for five factors, and significant negative correlations were found for two factors. When schools were rank-ordered, money was not the most significant factor in district performance. It was apparent that the reported characteristics did not represent all the variables influencing outcome. Ways in which these findings can influence educational policy are discussed. There are nine tables of outcome data and a list of nine references. (SLD)

Education; Hispanic Americans; *Minority Group Children; Resource Allocation; State Courts; Whites
IDENTIFIERS- *California (Los Angeles County); *Rodriguez v Los Angeles Unified School District

This court action, brought by taxpayers and parents of children attending schools in the Los Angeles Unified School District (LAUSD), asserts that the district unequally allocates instructional staff, facilities, and finances in a manner that discriminates against poor and minority students, in violation of the California Constitution. The taxpayers and parents are the plaintiffs. The LAUSD, the Board of Education, and the superintendent of schools are the defendants. Organizations representing the plaintiffs are: (1) Legal Aid Foundation of Los Angeles; (2) Mexican American Legal Defense and Educational Fund; (3) Multi-Cultural Education Training and Advocacy, Inc.; (4) Western Center on law and poverty; (5) ACLU Foundation of Southern California; (6) San Fernando Valley Legal Services, Inc. It is asserted that as a result of the defendants' policies, a child residing in a poor or minority area receives an education substantially inferior to that provided a child in more affluent areas of the District, violating their rights to equal educational opportunity. Section 1 provides an introduction to the complaint. Section 2 lists the parties involved in the dispute and their affiliation. Sections 3 through 11 present the causes of action and substantiating evidence of disproportionate allocation of funds. Plaintiffs' requirements for injunctive relief are included. Their major request is that the LAUSD develop and implement a master plan to fairly allocate educational resources. Signed verification forms for each plaintiff are included. (JS)

Public Policy.
SPONS. AGENCY- Woods Charitable Fund, IL.
PUB DATE- 91
NOTE- 48p.
LANGUAGE- English
EDRS Price- EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Blacks; Boards of Education; *Community Action; Community Attitudes; Community Leaders; *Educational Change; Elementary Secondary Education; Racial Relations; School Community Relationship; School Districts; *School Restructuring; State Legislation; State School District Relationship; *Teacher Strikes; *Urban Schools; Whites
IDENTIFIERS- *Chicago Public Schools IL; Reform Efforts; *Social Movements

This booklet tells the story of citizen organization and role in the school reform movement in the restructuring of the Chicago (Illinois) Public Schools. Chapter 1, "People Were 'Mad As Hell,'" relates the events immediately surrounding the Chicago Teachers Union strike that transformed discontent into community action. Chapter 2, "It Didn't Start With the Strike," outlines the documentation of the system's shortcomings by school advocacy groups, the history of organizing around school issues from the Civil Rights Movement of the 1960s, and the city's political context. Chapter 3, "The Movement," describes events from the end of the strike in October 1987 through May 1988, tracing the public process and the organizing, strategy-making, coalition-building, and lobbying that brought community organizations and representatives of the business community together around a common agenda for legislative action. Chapter 4, "Through the Legislature," describes the sometimes unusual processes that were used in the state legislature in Springfield (Illinois) that drafted and eventually passed the bill. Chapter 5, "What Happened Next," outlines the first two years of implementation and describes a few indications of the beginnings of classroom-level change. A final section offers conclusions and lessons learned. An appendix contains a summary of the legislation, a list of members of key organizations, and a list of sources for more information. (JB)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Articulation (Education); *Black Colleges; College Environment; College Students; *Cultural Pluralism; Educational Finance; Faculty Integration; Higher Education; Institutional Characteristics; *Institutional Mission; Institutional Role; *Minority Groups; Policy Formation; *Private Colleges; Public Policy; School Demography

This booklet focuses on independent colleges and universities known as "minority institutions" that have served historically underrepresented groups and have provided a major route to successful jobs, careers, and professions for a significant proportion of minority youth. Following an introduction, the first of two sections asks "What is a Minority Institution?" It offers a definition of a minority institution as one that has a special sense of mission, sometimes historical, toward minority students and acts accordingly. This section goes on to explore the demography and character of these institutions including the following: (1) history and mission; (2) location; (3) value-added approach; (4) efficiency and productivity; and (5) a leadership development approach. A model for cultural pluralism is included. The second main section argues for a government policymakers' agenda aimed at supporting and recognizing the role of minority institutions including the following: (1) fiscal support; (2) institutional partnerships; (3) articulation agreements with junior and community colleges; and (4) corporate support. An appendix lists 117 minority institutions with information on percentage of minority enrollment, institutional network affiliation, state, and full-time enrollment. (JB)

ED 342 862 UD 028 570

Thank You For Asking! Using Focus Groups To Improve Minority Participation. Minority on Campus Series .
PUB DATE- 91
NOTE- 38p.; For related documents, see UD 028 568-572.
LANGUAGE- English
EDRS Price- EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; *College Students; Cultural Pluralism; Discussion Groups; *Equal Education; Equal Opportunities (Jobs); *Faculty Integration; Group Guidance; Higher Education; *Minority Groups; Private Colleges; Racial Relations; School Demography; Student College Relationship
IDENTIFIERS- *Focus Groups Approach

This booklet promotes the use of focus groups as part of a strategy for understanding and improving minority participation throughout independent higher education. A focus group is a small discussion group designed to elicit perspectives about a particular topic, with discussion generally intended to identify hypotheses, issues, and an overall sense of direction, rather than definitive or projectable data. These groups can help suggest short-term and long-term initiatives for institutional change. The sections of this booklet contain materials from a training program for independent colleges and universities. The first section discusses the following topics concerning preparation necessary for holding a focus group: (1) number of participants; (2) group composition; (3) recruiting for the event; (4) site for the focus group; and (5) equipment.

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